



Abbots Ripton Church of England Primary School

# Positive Behaviour Policy

**Written by: Claire Matthews**

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*Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.*

## **This policy is designed to promote and maintain positive behaviour at Abbots Ripton CE Primary School**

### **Vision**

Together with God's help we: Learn for life, Achieve our best and Grow in faith.

### **Aims**

It is a primary aim of Abbots Ripton CE Primary School that we teach and follow Christian values that are built on trust and respect. As a church school, our Christian Foundation is extremely important to us and is evident in every aspect of school life, but most importantly through our values. These values are the foundations of our behaviour policy, and we use them to talk to the pupils about their actions and to help them understand consequences.

This behaviour policy is not primarily concerned with rule enforcement but rather it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful, considerate way. We treat all pupils fairly and apply this behaviour policy in a consistent way.

The school aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and the community beyond.

The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is therefore designed to encourage positive behaviour, rather than merely deter anti-social behaviour.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#) (updated Jan 2016)
- [Searching, screening and confiscation at school](#) (updated Jan 2018)
- [The Equality Act 2010](#) (updated June 2018)
- [Use of reasonable force in schools](#) (July 2013)
- [Supporting pupils with medical conditions at school](#) (updated August 2017)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

## Roles and Responsibilities

All adults in school are expected to set an example, explaining and demonstrating the positive behaviour that we wish to see.

### The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to review this policy, in conjunction with the governing body including reporting on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. These actions are taken only after the school governors have been notified.

## **Staff**

Behaviour Management is the responsibility of **all** staff at Abbots Ripton CE Primary School.

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in a class behaviour book and more serious incidents, on a log (see Appendix 2).
- Ensuring that the school code is explicit and are enforced
- Having high expectations of the pupils with regard to behaviour
- Treating each pupil fairly and enforcing the behaviour code consistently. Staff are expected to treat all pupils in the school with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

## **Parents and Carers**

Parents and carers are asked to:

- Agree to a Home School Agreement when enrolling their child at the school.
- Support their child in adhering to the school behaviour code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school collaborates actively with parents and carers, so that pupils receive consistent messages about how to behave at home and at school.

## Our Behaviour Code

At school, we expect all pupils to follow the school code that consists of three words: Ready, Respectful and Safe. All of our expectations for positive behaviour fall into this code. Some examples below have been suggested by the pupils themselves:

<b>READY</b>	<b>RESPECTFUL</b>	<b>SAFE</b>
To learn To listen To share To try our best To include others To be kind	Of each other Of other's views Of other's needs Of belongings Of school equipment Of our environment In the way we speak to others	In the way we move around school In the way we play in the playground In the way we behave towards ourselves and others In the choices we make

There are staged consequences which we call 'steps' and these are used when pupils are not following the code:

1. An adult will talk to you.
2. An adult will talk to you again.
3. You will be moved within your classroom/ dining room/playground away from other children and you miss 5 minutes of your own time e.g. at the start of break or at lunchtime.

Missing 5 minutes of free time such as during break or lunchtime will happen as soon as possible after this consequence has been given and the time will be spent being supervised by the adult who has issued the consequence. This time is seen as an opportunity to talk with the pupil about their behaviour and give them an opportunity to reflect on how they could have behaved differently.

In a Church school, we expect that pupils will show remorse and apologise for their behaviour. Every opportunity will be given to make amends and help pupils to understand their mistakes. We also expect others to show forgiveness when an apology has been offered. We often refer to a 'fresh start' with our pupils so that they can be helped to understand that they have been 'forgiven'.

Some incidents are serious enough to be recorded in a behaviour book. Each class has their own book that may be completed by any adult in school. These logs are analysed by the Headteacher and any patterns noted. This analysis is also shared with the Governors in order for them to undertake their monitoring role. Parents will be informed if their child repeatedly appears in the behaviour book.

More serious behaviour incidents result in a 'Serious misbehaviour log' (see Appendix 2) being completed and shared with the Headteacher. There will

then be a discussion between the teacher, pupil and the Headteacher. All serious misbehaviour logs will be discussed with parents/carers and strategies for improving behaviour will be explored and a course of action agreed. This may involve inclusion in the Special Educational Needs Register and/or outside agencies.

If, in spite of our best efforts and following the involvement of parents/carers and/or appropriate agencies we reserve the right to impose a 1-5 day fixed term exclusion, following that a permanent exclusion. This will always be a last resort.

Breaking E-Safety Code, swearing, physical violence and aggression will always lead to a behaviour log being completed.

All classrooms display the Ready, Respectful, Safe code as well as a way of recording who has lost 5 minutes – this is decided by class teachers and as such may be different in each class. However, it will be known and understood by the pupils.

### **Off-site behaviour**

Pupils are expected to follow our behaviour code when they are out of school and the consequences of not doing so may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Rewards and tokens**

At Abbots Ripton Primary School we do not directly reward positive behaviour as there is an underlying expectation that our pupils know how to behave well and will do this at all times. However, we will offer verbal praise to pupils to reinforce our expectations and acknowledge when a pupil goes above and beyond expectations. For example if a pupil voluntarily collects litter from the playground, we would reward this with praise, a thank you and a token.

#### What are Tokens?

Tokens are a reward given to pupils for work, effort or attitude which exceeds normal expectations. For example if a work target has been set and the pupils exceeds this, or if a pupil shows great determination and effort in completing a task, then a token can be given. When marking, '1 token' is written at the end of the piece of work.

These tokens should be placed in the reward box outside the office by the pupils. Each half term there are three choices for a whole school reward e.g. film and popcorn, non-uniform and so on. At the end of each half term, the office counts the tokens and the winning reward is given to the whole school at a time agreed by all staff.

### What are Tokens **not** be given for?

Tokens are not given for completing everyday work which shows no extra effort, perseverance or improvement on behalf of the pupil. They are also never used as a reward for avoiding bad behaviour. This is to avoid the situation where the 'more challenging' pupils are perceived by other pupils/parents as receiving tokens and certificates more quickly than those who are working hard and behaving well.

### What certificates/awards do the pupils receive?

The pupils have the chance to receive different awards, all of which are awarded in Celebration assembly:

- The class teacher presents the Leading Learner Award to two pupils each week and this has a learning focus e.g. writing, maths etc.
- Each class teacher will also choose a pupil to receive the Headteacher's Award each week and this is focussed on our Ready, Respectful, Safe code. For example, a pupil may have been ready to learn by showing perseverance, resilience etc.
- The Headteacher will read the weekly attendance totals for each class and a trophy is awarded to the class with the highest overall attendance. This trophy is given to the class to keep in their classroom for the following week.

We have a celebration board in the corridor and a photocopy of each certificate is placed on this board for a week after being presented. A rewards register is completed by the office to monitor who is receiving the awards each week.

## **Behaviour management**

Teaching and support staff are responsible for setting the tone for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating consistent expectations of behaviour
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next lesson/ the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **Physical restraint/reasonable force**

All members of school staff have a legal power to use reasonable force as a very last resort. The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. 'Reasonable' means using no more force than is needed.

Force is usually used either to control or restrain. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a pupil to safety by the arm. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

All cases of the use of restraint are recorded by the school. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. For further details see the 'Physical Restraint Policy'.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Reasonable force can be used to:**

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Reasonable force cannot be used:**

- as a punishment – it is always unlawful to use force as a punishment.

The school will always inform parents about incidents involving the use of force and we keep a record of such incidents.

Further advice is available from the DfE [Use of reasonable force in schools](#) (July 2013).



## **Searching Pupils**

Here at school we may search a pupil, with their consent in any situation considered necessary for the safety of pupils. Consent is not required if the search is for prohibited items such as knives, weapons and alcohol. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is available in the DfE document [Searching, screening and confiscation at school](#) (updated Jan 2018).

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will monitor a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

## **Exclusion**

In cases of severe and persistent misbehaviour, the Headteacher may exclude a pupil from school for either a fixed period of time or permanently. In his or her absence, the most senior teacher has the right to exclude a pupil from school. If such action is taken, the head teacher will inform the Chair of Governors and seek advice from an Education Advisor. A committee of unnamed governors for exclusions will be put together if and when the need arises in line with statutory requirements.

## **Monitoring arrangements**

The Headteacher and Full Governing Body will review this Behaviour Policy and the written statement of behaviour principles every 2 years. At each review, the governing body will approve the policy.

## **Appendix 1:** written statement of behaviour principles

The following behaviour principles underpin the school's approach to positive behaviour:

- Our Christian values are the foundation of our approach to behaviour, and we use them to talk to the pupils about their actions and to help them understand consequences
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions, say they are sorry and be forgiven.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Serious Behaviour Report

Abbots Ripton Church of England Primary

**BEHAVIOUR REPORT**

<b>Pupil:</b>		<b>Date:</b>	<b>Time:</b>
<b>Reported by</b>	<b>Name:</b>	<b>Signed:</b>	

**Please tick:**

- **This is a report based on numerous losses of play/lunch times which are not having the desired impact**
- **This is a serious incident which requires a discussion/reflection/consequence beyond just losing minutes of play/lunch time.**
- **Parents contacted**

Context of incident e.g. place, adults/children involved, what was happening:

Summary of inappropriate behaviour witnessed (please list):

Headteacher and/or Assistant Headteacher informed (name):

Action taken:

Parent/s informed: YES/NO	Parent/s response:
Relationship to child:	



**Ratification of Policy**

Positive Behaviour Policy

Presented to: .....committee

Policy ratified on:.....

**Signed by:**

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....

