



# Behaviour Policy

Next review date June 2018

Compassion  
Forgiveness  
Friendship  
Trust

## **Rationale**

Ackworth Howard CE Primary School's vision for our children is rooted in Christian belief and principles and it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. At Ackworth Howard CE Primary School we want our behaviour policy to ensure that our children grow into caring, self-disciplined and independent learners who acquire skills and knowledge through the development of positive self-esteem. We want them to act upon a personal set of well-founded values and attitudes with an increasing sense of personal responsibility towards, and as members of the community.

### **Aims:**

We aim to:

- Provide a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Have a consistent and positive approach to behaviour throughout the school by providing clear boundaries and modelling appropriate behaviour.
- Encourage self-discipline so that each child learns to accept responsibility for their own behaviour.
- Ensure that every member of the school community behaves in a considerate, co-operative way towards others reflecting the ethos of our Christian values.
- Help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage our children to co-operate with one another and with adults in the school.
- Create a positive climate with realistic expectation.
- Provide additional and different behaviour support and guidance for pupils with specific needs.
- Work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

How we will achieve our aims:

- We will provide a caring community whose values are built upon mutual trust and respect for all, where children and adults have access to support and advice where needed.
- We will establish clear rules and boundaries. We will have a clear set of rights, expectations and routines for all members of the school community. Additionally each class will agree and display its own rules. Playground rules will be agreed. Key stages will use age appropriate systems.
- We will ensure that all children understand the rewards and consequences. Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Consequences may still need to be enforced but the decision is shared and explained.
- The adults in school have an important responsibility to model high standards of behaviour in their dealings with children and with each other as their example has an important influence on the children.

## Rights and Responsibilities:

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be supported by peers and senior leaders.</li> <li>• To be listened to.</li> <li>• To share opinions.</li> <li>• To be treated courteously by all others in the school community.</li> <li>• To be made fully aware of the schools systems/policies/expectations.</li> <li>• To receive appropriate training to increase skills in behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>• To safeguard all children.</li> <li>• To ask for support when needed.</li> <li>• To offer support to colleagues and leaders.</li> <li>• To listen to others.</li> <li>• To give opinion in a constructive manner.</li> <li>• To model courteous behaviour.</li> <li>• To recognise and acknowledge positive behaviour in others.</li> <li>• To seek information and use lines of communication.</li> <li>• To support others developing their skills in promoting positive behaviour and good attendance.</li> <li>• To acknowledge areas of own behaviour management skills which could be developed.</li> <li>• To try new approaches.</li> <li>• To adopt the practises illustrated in the Young People's Safeguarding Charter.</li> </ul>

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect.</li> <li>• To be kept safe.</li> <li>• To learn.</li> <li>• To make mistakes.</li> <li>• To be listened to.</li> <li>• To be independent.</li> <li>• To be valued.</li> <li>• To be taken seriously.</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others.</li> <li>• To behave in a way which keeps self and others safe.</li> <li>• To attend school regularly.</li> <li>• To be willing to learn.</li> <li>• To allow others to learn.</li> <li>• To learn from our own mistakes.</li> <li>• To allow others to make mistakes.</li> <li>• To give opinions in a constructive manner.</li> <li>• To listen to others.</li> <li>• To act in a trustworthy way.</li> </ul>

## **Roles:**

Governors are responsible for:

- Supporting the school to provide a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may support the headteacher on particular disciplinary issues.

It is the responsibility of the headteacher, under the School Standard and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

All staff are responsible for:

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents/carers informed of behaviour issues as they arise.
- Keeping records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

Parents/carers are responsible for:

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.
- Supporting their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- Supporting the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the School Council:

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The School Council will be involved in:

- determining this policy with the Governing Body.
- discussing improvements to this policy during the school year.
- devising school rules and sanctions.
- reviewing the effectiveness of this policy with the Governing Body.

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners,
- modelling positive behaviour in relationships with adults and children including our Christian Values,
- teaching appropriate behaviour and giving feedback when pupils are behaving well,
- showing respect for every child as an individual,
- making every child feel valued,
- not accepting bullying or anti-social behaviour in school, on any level, at any time,
- being aware of vulnerable children,
- being seen to be fair and consistent,
- responding quietly, calmly, consistently and positively,
- criticising the behaviour not the child,
- avoiding labelling,
- listening with empathy and tact,
- handling confidential information with sensitivity,
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective,
- having an awareness of our appearance and demeanour and the messages they give.

We have produced a home school agreement in order to formalise this agreement between all parties.

### **Behaviour Systems – Rewards and Consequences.**

We will manage behaviour through the consistent application of rules, rewards and consequences. As a school we firmly believe that everyone has the following rights:

- A right to learn.
- A right to feel safe.
- A right to respect.

### **EYFS / Key Stage 1**

Children in Foundation and Key Stage 1 are expected to follow the Class Rules which are discussed frequently and prominently displayed in the classroom.

Throughout EYFS and KS1 we have a 'Cloud' system in place which is used to reward positive attitudes and discourage poor learning behaviour in class.

All children begin each day with a fresh start.

Children who consistently demonstrate positive attitudes and behaviour will be moved up the behaviour system until they reach 'cool at school' where they will be given a reward card to take home. Five 'Cool at School' cards equals a Headteacher's Award.

Children who demonstrate poor learning behaviour will be first given a verbal warning then, if the negative behaviour continues, they are moved to the cloud.

If behaviour improves, they may be moved back into the sunshine. If negative behaviour continues, then they are moved into the rain cloud and will spend the next morning playtime in the Headteacher's office. (EYFS children may be sent to the Headteacher for 5 minutes or spend part of playtime with the teacher on duty at the discretion of the teacher).

In EYFS and KS1 there is also a Star of the Day system to reward children who have demonstrated consistent positive learning behaviour.

### Key Stage Two:

In key stage two, we use a rainbow reward and sanction system. All children start the day on 'Ready to Learn / Starting point'. Good behaviour and attitudes to learning are rewarded by moving up the ladder.



Positive behaviour (good attitude to learning, helping others, well presented work, outstanding effort, showing respect to people around school) is rewarded through house points and ultimately, headteacher's award.

Negative behaviour (poor attitude to learning, deviating from class/school rules, hurting others, calling out) is sanctioned through verbal warning, strike / missed playtime on class list (this aids monitoring of behaviour) and, ultimately, if behaviour persists, a letter is sent to parents and the child is sanctioned by the headteacher.

### Rewards:

We encourage good patterns of behaviour by using:

- non-verbal signals,
- positive verbal comments and praise,
- positive comments written in books,
- giving children responsibility,
- sharing positive aspects with others,
- awarding stickers for children to wear, in order to motivate / reward,
- awarding house points,
- recognition in assembly/worship by awarding certificates,
- weekly celebration assemblies,
- displayed work,
- children invited to have lunch with the Headteacher,
- house points.

## House Points

Our reward system is based around children gaining house points. House points are:

- Allocated to the children's designated house team.
- Points awarded for positive behaviour etc.
- Each week points are collected by house captains with a ribbon awarded to the winning team.
- Each term the champions will achieve a non-uniform day in their team colour.

Midday supervisors are made aware of and understand the reward and consequences system. Concerns regarding children's behaviour at lunchtime will be brought to the class teachers' attention. Midday supervisors are also able to use rewards and consequences from those detailed below.

## Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions](http://www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions)

## Use of Restrictive Physical Intervention

At Ackworth Howard the use of restrictive physical intervention is seen as a last resort when all other options have been exhausted and will be used with the minimum degree of intrusion required to resolve the situation. Where possible the use of restrictive physical intervention will be carefully planned and involve staff who have received awareness training on de-escalation techniques and approaches and the Team Teach approach to the use of restrictive intervention.

The school has adopted the CYPS guidance *The Use of Restrictive Physical Intervention for Children and Young People* (NYCC, June 2009).

## SEND

Where a teacher, in discussion with the SENDCo and Senior Leaders feels that reasonable adjustment must be made to the provision provided to a child who is unable to work within the general school policy, a personal behaviour plan will be drawn up by the SENDCo with support of the class teacher. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

## Incidents of Inappropriate Behaviour Outside of School and on Media Sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

Any inappropriate behaviour when the child is:

- Taking part in any school-organised or school related activity,
- Travelling to or from school,
- Wearing school uniform,
- In some other way identifiable as a pupil at our school.

Or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school,

- Poses a threat to another pupil or member of the public,
- Could adversely affect the reputation of the school.

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

- The child will be spoken to regarding the incident.
- Any other children involved in the incident will be spoken to.
- Parents will be contacted regarding the incident.
- If it is felt that there will be repercussions in school the child(ren) involved will be monitored by school staff.
- If follow up incidents do occur then the schools procedures will be adhered to.
- If the incident witnessed raises child protection concerns then the schools Child Protection Policy and procedures will be adhered to.
- If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

### **Monitoring and review**

This policy is reviewed annually to ensure it reflects current practice.

Review date: June 2018