

# **ALPINGTON & BERGH APTON CHURCH OF ENGLAND V.A. SCHOOL**

## **BEHAVIOUR POLICY**

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## **BEHAVIOUR POLICY**

### **Aims**

We aim to teach children to be responsible for their own actions and behaviour and to understand how these affect other people and the world around them. We aim to provide a supportive learning environment through the implementation of a consistent approach to pupil discipline. Our emphasis is on fostering and re-inforcing positive pupil behaviour. We believe that every child has the right to learn and no child has the right to disrupt the learning of others.

This policy needs to be read in conjunction with our Safeguarding Policy.

Good behaviour is most likely to be achieved when

- Children are provided with appropriate tasks in lessons that stimulate their interest and challenge their intellect
- There are clear expectations of appropriate behaviour in and around the school.
- Children's efforts and successes are regularly praised
- All the children and adults in the school are treated as individuals and their rights, values and beliefs are respected.
- Staff act as role models
- Clear guidelines, set up to respond to any undesirable behaviour, have been developed by all teaching and non-teaching staff as well as governors.
- Parents and teachers work in close partnership

### **Rules**

Our school rules are about

- learning
- communicating with each other
- moving, in the classroom and around the school
- being aware of others
- resolving difficulties
- keeping safe

These are our aims for all pupils:

### **Learning**

Pupils take part in all classroom activities in a positive way. Pupils take turns, share equipment and most importantly, they share the teacher's time.

Everyone in class should be able to learn and teach without interruption.

In the playground pupils co-operate with others and share play space and equipment.

### **Communicating with each other**

Pupils speak quietly, politely and respectfully. They listen courteously to others and consider their opinions. Everyone in the class has the right to talk and be listened to.

In the playground pupils remember not to offend or upset anyone with the things they say or do.

### **Moving**

Pupils move safely in the school buildings without disturbing others. This means pupils walk quietly. As pupils move around the school they are aware of the needs of others, particularly in congested areas like doorways and cloakrooms.

In the playground pupils take care when they move and are aware that they have to share their play space with others. Pupils line up quietly on the playground at the end of playtime ready to return to lessons.

### **Being aware of others**

Pupils use good manners, are considerate and understanding of others' differences. They respect and care for the feelings and property of other people.

In the playground they are aware that the needs of others might be different from our own needs.

### **Resolving difficulties**

We encourage pupils to resolve problems in a sensible and reasonable manner. They seek assistance from a member of staff if they are unable to reach a reasonable solution.

In the playground pupils seek teacher or midday supervisor assistance if they are unable to resolve their difficulties.

### **Keeping safe**

Pupils are expected to protect themselves and others from harm. They use equipment safely and are aware of their responsibility for the safety of others when they are using equipment.

In the playground pupils play safely, use equipment sensibly and stay within play areas. When pupils bring a bicycle, or scooter to school they remember to walk it when they are inside the school grounds and make sure it is safely stored in the bike shed.

Before and after school, pupils and parents need to remember that playing on the school field & climbing equipment is not permitted. Children need to wait patiently with their parents.

These principles will be discussed with the children in assemblies and at the beginning of each school year.

Each teacher will also agree class rules for the children at the beginning of the academic year. These rules will be displayed in the classroom, phrased positively and referred to frequently.

### **There are a range of strategies we use in dealing with behaviours that challenge.**

- We treat children with respect even when they are exhibiting behaviours that challenge.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However this is always followed up at a more appropriate time.

- We avoid talking above background noise.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact, facial gesture and or signals to express approval and disapproval initially.
- We have a quiet word with the pupil who is exhibiting behaviours that challenge , telling them that the behaviour is not acceptable and should stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, others can’t hear or learn”).
- We use the Norfolk Steps help script in full or in part if appropriate to support a child in crisis.
- If necessary we send for help in good time.
- We sometimes ask that a pupil be withdrawn or given Time – Out.
- We allow pupils time to make amends or take time to follow up an instruction.
- We follow up inappropriate behaviour with a pupil on their own where possible.
- We use the Norfolk Steps techniques to safely usher children, using ‘Open Mittens’.
- We accept that sometimes it is appropriate to show controlled anger. We can thus model appropriate anger to the pupils. We do so in a controlled way and avoid blaming. We give an “I” message eg: *“I feel very angry that you have spoken so unkindly to Scott.”*
- We only raise our voices in exceptional circumstances and always in a controlled manner.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.
- Parents will always be informed of persistent challenging behaviour and possible reasons discussed.
- Outside intervention will be sought when the school and/or parents need further advice and support.

### **Nurture Groups**

These can be set up for a variety of purposes, not just for challenging behaviours. However we set up a Nurture group to work with children who present with persistent behaviour difficulties. Nurture groups vary in the actual day to day running of the group, according to the individual developmental needs of the pupils. Pupils with social, emotional or behavioural difficulties can exhibit worrying or challenging behaviours. Typically, in the classroom these behaviours will be punished. In the nurture group, these behaviours are acknowledged as not being the correct way to behave, and positive behaviours (such as walking properly in the corridor, playing nicely with other students, or listening properly to other students) are rewarded. This has been proven to be a more effective way of encouraging behaviour change in children and young people. The group discuss the targets for that day and remind each other how to keep “on-track”.

### **Fixed term exclusions**

In exceptional circumstances it may be necessary to exclude a child from school. This is an extremely serious step and will usually be the result of all other strategies failing. In most cases this will be when a child’s behaviour endangers the safety or education of others within the school after the above strategies have been employed.

## **Establishing Shared Routines for Teaching and Learning**

We recognise that establishing and maintaining simple routines is a powerful way of helping our children to create the right conditions for learning and for changing their negative responses.

Our routines are meant to help the children and be supportive. So we explain their purpose and make sure they make sense to the child that they help to promote learning and reduce friction between child and child and child and adult. We review them regularly. Here are some of the guidelines we follow for classroom practice:

- We are always in class before the pupils to greet them on their arrival in the morning.
- We line the children up after breaks and wait until they are quiet before sending them inside
- We are responsible for the children leaving the building at the end of the day and rejoining their parents
- A member of staff is always on gate duty at the end of each day
- We plan learning thoroughly to be stimulating, coherent and well organised.
- All learning activities are well prepared and differentiated according to need.
- We share with the children the learning intentions at the start of a lesson
- We make sure that the room is tidy and resourced thoughtfully and that all materials and equipment are ready for use. We display the children's work prominently and attractively and take every opportunity to celebrate small steps of achievement.
- We establish positive norms of behaviour.
- We model clear communication and positive interactions between each other and between adults and children.
- We establish and insist on routines for:
  - entering the classroom
  - putting coats and other belongings away
  - seating arrangements
  - explaining the lessons and tasks of the day

## **Limit Setting**

Limit setting is the first intervention when rules or routines are breached. We use it for all low level misbehaviour e.g. interfering with others, cussing, refusal to work, non-compliance, work avoidance strategies etc.

**Stage 1** – We remind the child by signal, facial expression or word that they have broken a boundary and re-direct them back to the task. We stop what we are doing, turn to the pupil and let them know what we want *“Lee, could you get on with your work, thank you!”* We use presupposition – we expect the child to do the right thing. We remain calm, we don't raise our voices, we make eye contact with the pupil and let them know by our facial expression that we mean business. If necessary, we move physically close and repeat our request showing firmness, not anger. If the pupil gets back to work we thank and praise them, stay a little while and then move on. We constantly catch those children doing the right thing and praise accordingly.

**Stage 2** - Answering back: we know from experience that all back chat is the same. The aim will be to excuse, evade responsibility, to pretend helplessness, deny, avoid, accuse of not helping.

These are all **diversionary tactics**.

We never respond to answering back, by doing so we potentially feed the escalation of an incident.. We stay calm and insist on our previous instruction. Sometimes the pupil will say *“You won’t help me.”* This is to cover themselves. We don’t get involved in a discussion. We stay calm and insist firmly on the child getting back on task. When they do we thank them for getting back on task, stay a little while and move on.

Limit setting does not always work but it is the best starting point for dealing with disruption.

When we have tried stages 1 and 2 and see it is not working we move quickly to a new strategy.

**Stage 3** – We give a warning *“I have given you the chance to put things right. I am now telling you that if this behaviour continues there will be consequences.”* Allow take up time for child to internalise and respond to instruction.

We have a variety of consequences. We try to make them appropriate to the misbehaviour e.g. *“Well I see you are refusing to do your work. Okay, since the others are working and you are having free time it’s only fair that you should do yours during playtime when they are having their free time.”*

### **Rewards and Sanctions**

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation.

We may use some of these **rewards**

Class stars

Rockets

Marbles in Jar

Stickers/pencils

Sincere commentary by teacher *“well done I can see that you.....”*

Mention in Celebration Assembly

Class Do-Jo

Thinking books

Postcards Home

**Sanctions** may include:

Standing by the wall for 5 mins *“time –out”* -playground

Sitting in the shelter

Missing out on choosing/R & R activities

Target/behaviour charts

Time spent reporting to teacher/headteacher about progress with behaviour targets

Staff speaking with parents

## **Playtime and Lunchtime Behaviour**

For misbehaviour on the playground the following rules apply:-

The child/children are to be given the chance to explain their misbehaviour and apologise. All staff should read “**A range of strategies we use in dealing with behaviours that challenge**” and use the information in their dealings with pupils in school. MSA’s should also make sure they are familiar with ‘**Guidelines for lunchtime staff.**’ If misbehaviour continues the MSA is to ask them to sit in the shelter for a 5-minute time-out away from playing with friends.

A child who either persistently misbehaves or is involved in a serious incident is to collect a Behaviour sheet from the staff room. The staff member on duty is to fill the incident on the sheet with the child’s name, who then returns it to the staff room to be placed in the Behaviour file.. In this way staff are aware. The child may be asked to come in and discuss the matter with the Class Teacher or the Headteacher.

A serious incident goes straight into the Behaviour book without ‘time out.’

A child whose name is placed in the Behaviour book needs to have the opportunity to consider and reflect on their actions. They need to explain what they did wrong and what they should have done instead, and if necessary make reparation.

Staff should complete an Incident Record Sheet and inform the class teacher they have done so. The Incident Record sheets will be looked through by the head or deputy half termly to discover any emerging patterns, these will be discussed with the MSAs

Persistent or serious misbehaviour will result in parents being informed and invited in to discuss the issues

When the whistle is blown at the end of lunchtime and playtime, children should line up silently in their class lines ready to go back into school.

### **Behaviour Book**

This is kept in staff room

Serious incidents of misbehaviour will be recorded in this book.

e.g.

- swearing
- rudeness to any member of staff
- repeated refusal to do as instructed by a member of staff.
- aggressive behaviour towards other children, particularly unprovoked incidents
- throwing stones
- bullying
- racist behaviour

## **Play Leaders**

The school has a system of Play Leaders and Monitors. The monitors' duties include getting out and returning play equipment to the sheds at each break time. They also have the role of encouraging the children to play safely with the equipment and to treat it with respect.

The play leaders play an important part in ensuring that our youngest children are able to enjoy active and happy playtimes. Also if there are any worries or upsets then the young children know that the play leaders are there to help.

This is a scheme that encourages the older children to organise games for our youngest children. Year 6 pupils, who wish to participate, take part on a rota basis, each year 6 being on duty for one day a week.

If a child is feeling lonely or doesn't know how to join in then a Play leader can be approached for support.

Play Leaders can be identified by their bibs.

The preparation begins in year 5 when the year 5 children receive training and then gradually take over from the year 6 in the last part of the year.

Play Leaders always play in full view of the adults on duty.

## GUIDELINES FOR LUNCH TIME STAFF

### INSIDE

1. MSAs are either in the hall supervising children or on the playground with remaining children. MSAs can expect to do half the lunchtime session in the hall and the other half on the playground (or in classrooms when inclement weather)
2. First sitting is from 12.15 to 12.40 (approx.) When deemed appropriate children in C1 may begin lunch five mins earlier. Two MSAs are in the hall to supervise them.
3. The children in the hall will be sent out as their tables finish eating and as the hall empties one MSA will go out with the children. Slower eaters may be moved to one of the end tables so that the second sitting can begin promptly.
4. The children outside will be sent to wash their hands, collect lunch boxes and line up in an orderly manner before coming into the dining hall to eat.
5. MSA duties will include helping children to find their seat, to collect their lunch and to cut up food etc if required. It is the responsibility of the MSAs to help the children to milk, salad and bread and to encourage them to eat as much as they are able.
6. Children are sent to the serving hatch a table at a time

Good manners are an important value of the school. The children are encouraged to pass cutlery, wait patiently for their turn to collect their lunch and to be helpful to each other. They are also responsible for leaving their places as clean and tidy as possible. Older children are expected to use the dustpans and brushes when appropriate and to wipe up small spillages. **The children are told to leave the hall by the MSA, usually when everyone has finished eating and the tables are tidy.**

Grace is said either in the classrooms or at the start of the sitting. The children are invited to come and say Grace for everyone.

The children sit in mixed age groups which are changed as often as deemed necessary.

Older children may be asked to help stack the benches as they finish eating.

### OUTSIDE

1. Supervisors decide whether children can or cannot go on the field or use the tyres and climbing frames. Footballers must follow the rota to play football on the field and MSAs must decide whether the field, tyres and climbing frames are dry enough to be used
2. Children should wear sensible footwear ie trainers when using the climbing apparatus. The taller monkey bars can only be used by KS2 pupils and those children in Y2 who can reach independently and are confident. There must be NO LIFTING

3. Footwear is to be changed from shoes to trainers/plimsolls for field games and climbing activities. KS2 children use the wooden pigeon holes under the canopy to deposit their footwear and Class 2 use the boxes. The children in C1 change in their corridors. All the children are responsible for keeping their shoes tidy.
4. Trainers used on the field may not be worn indoors or for indoor PE.
5. Children are not allowed to go through hedge into field to retrieve balls without permission from a supervisor.
6. No climbing trees, going through hedges or climbing on fences is permitted.
7. Children playing football need to leave the field at 1.05 p.m. when the whistle blows allowing time to change their clothes ready to line up outside. The bell is rung at 1.10p.m. for all children to line up on the playground in class order. Teachers must go out to meet their classes at 1.15pm. All children should line up quietly walk into school quietly when instructed by their class teachers

TAS who have undertaken a lunchtime duty are entitled to take time for their lunch either before or after lunch duty as arranged with their class teachers.

Staff on duty at break times can take a hot drink out on duty with them in an appropriate cup.

## **PLAYGROUND**

1. No footballs on the playground. Play equipment from the shed can be used and put away by monitors.
2. Shed Monitors keep the shed safe and tidy and hand out equipment. It is the responsibility of all children to return equipment at the end of break.
3. Children are not allowed to retrieve balls from the road
4. If it is windy the basketball posts must be laid down in a safe position and positioned near the wall of the school hall.

The playground must never be left unsupervised, the gates are always kept locked, or not left unattended, whenever the children are on the playground.

**FIRST AID** - Please refer to Health & Safety policy.

For minor bumps and scrapes a First Aid kit is taken outdoors and children tended to in the shelter. This kit must be brought in at the end of play and lunchtimes.

4 Day First Aiders are available for more serious injuries.

### **Playground Rules**

Monitors will get out and put away playground equipment. As a general rule, other children should not need to go in the shed. Only suitable playground equipment should be put out by the monitors.

Equipment to be used should be returned neatly to the shed at the end of playtimes – a whistle blown just before the end of break will be a signal for monitors to start putting equipment away.

Large plastic balls should be used for throwing and catching on the playground only.

No large balls should be kicked on the playground at any time and children should not bring their own balls to school.

Skipping ropes should be used sensibly (no tying people up, or placing ropes around necks)).

Only children in YR and Y1 should use the trikes and scooters

No children should play behind Class 3 / 4 or behind the sheds and bins. The canopied area is not for break time play.

Our playground rules mean that everyone  
is kept safe and happy

We play with each other in a considerate  
and friendly manner.

We play together safely and do not play  
games which involve treating others  
roughly.

We speak kindly to each other.

We include others in our play and avoid  
deliberately leaving people out of our play  
and games.

We treat the equipment carefully and with  
respect, sharing it fairly with others.

We listen to the adults on duty and treat  
them all with respect and politeness.