

# **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.

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**

Pupils 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 unsupervised is unsafe.

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 record these incidents in the Class Notebook.
- 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**

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 and after other break times.
- 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

Sanctions may include:

Standing by the wall for 5 mins "time -out"

Sitting outside staffroom at break/lunch

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 stand by the wall 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 the Behaviour book from the staff room. The MSA is to fill the incident in the book with the child’s name, who then returns it to the staff room. In this way staff are aware. The child may be asked to sit outside the staffroom for the remainder of break/lunchtime

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



## **GUIDELINES FOR LUNCH TIME STAFF**

1. Senior Supervisor CG in hall supervising children 12-12.45 p.m.
2. Assistants - One in the hall with the supervisor until 12.15 p.m., then to go outside with packed lunch children
3. Class 4 packed lunches are eaten in the classroom with the class teacher from 12.15 pm
4. Children on second sitting will come into school in an orderly fashion when the bell is rung at approximately 12.35 p.m. Children to enter hall quietly, having washed their hands.

### **OUTSIDE**

1. Supervisors decide whether children can or cannot go on the field or use the climbing frame. During summer term appropriate footwear should be worn i.e. not sandals. Footballers must still ask permission to use the field, as it may be too muddy. Supervisors must decide whether the climbing frame is dry enough to be used.
2. Climbing frame to be used if weather is dry enough. Children should wear sensible footwear. Key stage 2 only allowed on big bar of climbing frame.
3. Children are not allowed to go through hedge into field to retrieve balls without permission from a supervisor.
4. No climbing trees, through hedges or climbing on fences
5. Children playing football need to leave the field at 1.05 p.m., 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 play ground in class order. When the whistle blows, all children should be quiet and walk into school quietly when instructed.

### **PLAYGROUND**

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

The playground must never be left unsupervised, the gate must always be locked, or not left unattended, whenever the children are on the playground. The key is hung in the bike sheds during break/lunchtimes.

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

### **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 trolley 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)).

If the field is dry enough for children to play football on, pupils should change at 12.15 p.m. but not play on the field until they have had their lunch. Those children must come off the field and change at 1.05 p.m. Children will not be allowed on the field unless they have a complete change of clothes and footwear. Trainers used on the field may not be used for indoor PE.

Only children in KS1 should use the trikes and scooters

Treat all equipment with respect – wilful damage to equipment will mean names are put in the Behaviour Book.

No children should play behind Class 3 / 4 .

Children in KS1 not playing on trikes should keep off the track to avoid accidents

# ***RACIST INCIDENT SHEET***

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## **ALPINGTON PRIMARY SCHOOL**

Date: .....

1. Victim: name: ..... Class .....

2. Alleged perpetrator(s): .....

3. Nature of incident:


4. Action taken:


5. Teacher: .....

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.