



Alburgh with Denton C of E Primary Academy

Behaviour Policy

Updated: September 2023

Review Date: September 2024

Our School Vision:

“Mighty Oaks from Tiny Acorns Grow”

Our Vision is based upon the parable of the mustard seed: “The kingdom of God is like a mustard seed, that seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants” [Matthew 13 V31-32] This is underpinned by the common language of our core values: Hope, Forgiveness and Justice.

Our positive behaviour policy is rooted in our school aims and values. We believe that children develop positive behaviours when they experience clear and high expectations and good role models in both children and adults

School Aims

At Alburgh with Denton C of E Primary Academy we aim for all children to:

- To adopt a healthy and active lifestyle
- To develop a sense of mutual tolerance and respect for the environment and other people
- To be inspired by, and to enjoy learning and to develop open and enquiring minds
- To provide a broad, dynamic, inspirational and fun curriculum, motivating all children to achieve high standards in their learning and well being.
- To develop a sense of awe and wonder through discovery.
- To develop responsibility, interdependence, independence, self esteem and personal, moral and spiritual values within a Christian ethos
- To be a friendly, open and caring school where all children are able to participate in all aspects of learning and feel confident to learn from their mistakes
- To nurture aspirational learners, committed to lifelong learning and becoming active members of their community.

Biblical foundation Matthew 13 V31-32 The parable of the Mustard seed.

School Values

Our vision is that our school will give each person a chance to grow like the mustard seed. Our knowledge and skills will be rooted in our Christian values as we grow and flourish from tiny seeds to big strong trees. Like the tree, we will provide support and help to others.

Our Three Core Christian Values:

Hope All who enter and learn will aspire to grow to be the best they can be. We will learn of the Christian hope rooted in Jesus.

Forgiveness is central to relationships throughout the school. We will explore the Christian understanding of forgiveness as fundamental to entering the Kingdom of Heaven.

Justice Our school will be a strong and secure environment where all are treated fairly with dignity. We will develop attitudes to social justice and freedom from persecution which reflect the Christian understanding of the Kingdom of Heaven as a safe place where all are equal as children of God.

Our Approach

Our approach to behaviour and discipline is positive, believing everyone has:

- The right to respect from others;
- The right to learn and teach;
- The right to feel safe.

We believe these rights are most likely to be achieved when there are clear rules and people understand their responsibilities. We believe in a restorative approach when supporting pupils with their behaviour and encourage them to take responsibility for their own self regulation.

How do we do this?

- We teach the children how to solve their own problems through discussion, so we learn how to think things through and talk together until a resolution is reached;
- Through our support, we help them to develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of those actions;
- We speak assertively to disruptive pupils, using language that is decisive, firm and clear. We aim to approach discipline in a positive and consistent way.

Everyone in our school community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment.

Rights of children

I have a right to:

- Feel safe and happy;
- Learn;
- Be treated with respect;
- Know my property is safe;
- A clean and tidy school.

Responsibilities of children

I have a responsibility to:

- Make others feel safe and happy;
- Help others learn;
- Respect other people;
- Respect and care for other people's property;
- Help keep the school clean and tidy.

Rights of staff

I have a right to:

- Work in a safe and supportive community;

- Have the support of pupils and parents;
- Feel valued personally and professionally;
- Teach without disruption;
- Be shown courtesy and consideration by all in the school community;
- Have personal and school property respected;
- A clean, tidy and orderly school environment.

Responsibilities of staff:

Staff have a responsibility to:

- Support others and provide a safe classroom environment;
- Work in partnership with parents and keep them informed about the curriculum and their children's progress;
- Value and respect others in the school community;
- Provide high quality teaching and an appropriate curriculum;
- Treat others with care, courtesy and consideration.
- Allocate appropriate time to plan, evaluate and monitor high quality teaching and learning;
- Promote a clean, tidy and orderly environment and share responsibility for common areas; hall, corridors, cupboards etc.

Rights of parents and carers:

I have a right to:

- Effective communication with the school;
- Useful information about my/our children's progress, achievements and the school.
- Be treated with respect and have my/our opinions valued;
- Receive helpful feedback about my/our children's education and the progress of the school in general;
- Have my/our children work towards their potential;
- Expect my/our children to work in a clean, orderly and tidy environment.

Responsibilities of parents and carers:

Parents have a responsibility to:

- Work in partnership and keep in regular contact with the school and staff;
- Encourage my/our children to work towards their potential;
- Actively support school decisions, policies and rules and share them with their children as appropriate;
- Respect school staff and pupils and value their opinions;
- Talk positively about the school, its staff and the community with my/our children;
- Work in partnership with the school to support my/our children with their learning;

- Help keep the school environment clean;
- Ensure my/our children are appropriately dressed and prepared for school.

Developing Self-esteem and positive 'mind-sets':

Children with appropriate high levels of self-esteem are confident learners, enjoy the respect of their peers and attract friends. There is a direct link between children's self esteem, their behaviour and the extent to which they achieve their academic potential.

We encourage positive 'mind-sets' by giving children clear feedback on what is working well in terms of their behaviour and learning and how they can improve these even further. We acknowledge that this takes effort, especially when feelings are running high. It is therefore important that children are taught acceptable ways to express their feelings.

Class Rules

At the beginning of each school year, each class will negotiate 'classroom rules'. These will be displayed in classrooms and are regularly referred to.

Routines

It is through routines that we teach the rules and consolidate the responsibilities required for children to develop self discipline and become independent learners. Routines help a class/school to run smoothly and are essential to good classroom management.

Rewards

Both informal rewards, such as smiling or verbal praise and formal rewards such as stickers, stars, certificates and house points are used in every class. The school uses Class Dojo to collate the children's house points. Parents are able to view their child's house points and why they received them from their parent account. These are set up when their children join the school. Children can also receive a wristband for excellent attitudes and will receive one if they move beyond the green target to the star. Postcards home are also posted home to parents of children who have stood out in some way.

Friday Collective Worship reward children with Flourishing Awards, as well as, 'Marvellous Maths' and 'Wonderful Writing' certificates.

Target for Behaviour/Procedures

Each class has a 'Target for Behaviour' displayed in their classroom. This is used similarly to a traffic light system and provides all children with a visual aid to help modify and regulate their behaviour. Children can also move from green to the star, showing excellent behaviour or choices.

Reconciliation

At the start of each day, every child has a fresh start. The children's names will be placed back on the green before they come into school. This demonstrates to the children that they will be forgiven for their previous choices and that the new day represents new choices. This can also happen during the day where the children can move back to the green by showing they have understood how to improve their behaviour.

Procedures for Recording and dealing with problematic behaviour

We use a range of strategies to support children with making good decisions before requiring sanctions. Firstly, a general reminder of the class rules; non verbal messages have the advantage of allowing us to communicate with children without interrupting the flow of the conversation with others.

We will provide a chance for a child to demonstrate positive behaviour before moving towards sanctions. We use the 'Target for Behaviour' system in each class. A child placed on 'amber' is a form of warning. If the unacceptable behaviour continues the pupil will be moved onto 'red'. At this point they would be removed from the classroom. Unacceptable behaviour can be described as:-

- Excessive or persistent verbal abuse to children or staff
- Use of physical violence in any form
- bullying or racist behaviour (see anti bullying and racial equality policy)
- Persistent unreasonable or disruptive behaviour in class or around school.

This may involve persistent talking in class, shouting out, distracting others, tormenting others, running in school, spoiling games, lack of respect for people or property, playing in toilets etc

Sanctions are organised into a hierarchy: -

- A private reminder referring to class rules
- A warning of the Sanction that will follow if the inappropriate behaviour continues.
- The children will make the decision whether to keep to the agreed rules or experience the sanction.
- Temporary isolation of the child within the classroom, accompanied by loss of own time at break or lunch.
- Temporary isolation of the child from the classroom either to the headteacher's office or to another class if the headteacher is unavailable. No children are to be sent to stand outside the classroom unsupervised.
- Informing or asking to see parents.

In the event of inappropriate behaviour, parents will be contacted by the class teacher to discuss the schools concern but also to provide an opportunity for parents to identify possible reasons for the inappropriate behaviour. The SENCO may be informed that there is a concern. A shared strategy may be set up, with a system of monitoring and regular contact with parents.

Temporary exclusion of the child from the classroom

- The child will work with Headteacher or Senior Teacher in his/her classroom. If the child is in the Headteacher's or Senior Teacher's class he/she will work in the others classroom
- The class teacher will then meet with parents to set up a daily behaviour diary. The SENCO will be informed at this point
- Temporary exclusion of the child from the school at certain times e.g. lunchtime
- Temporary or permanent exclusion from school

If behaviour continues to be inappropriate it may be indicative of significant Emotional and Behavioural issues. The child will be referred by the SENCO to an Educational Psychologist. Behaviour charts and Diaries will provide evidence should exclusion proceedings be implemented.

PSP (Pastoral Support Programme) will be set up if a child is felt to be in danger of exclusion.

Only in extreme circumstances, such as endangering other pupils and staff would exclusion proceedings be invoked (see Exclusion Policy) without the above process being followed. Serious action will be taken if serious incidents take place in school when immediate exclusions will result.

Appendix: Guidance on Positive Handling in School

The school recognises that handling children is necessary in day to day dealings with children. Staff will always consider the context and reasons for handling any child within the school setting. Any child that the school considers may require any form of significant handling will have a risk assessment/behaviour plan which highlights possible significant harms.

As a school we follow the Norfolk STEPS approach to the positive handling of children to either comfort or restrain them.

Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks.