

**BEHAVIOUR POLICY**  
**ANSTEY FIRST SCHOOL**

**Policy Review**

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed on behalf of the Governing Body on 2 September 2019. It is due for review in September 2020.

The review was completed by: Amy Myers

## **Behaviour Policy**

### **Safeguarding**

This policy should be read together with the policy for Keeping Children Safe in Education and any behaviour that may raise safeguarding concerns should be referred to the Senior Designated Professional.

#### Aims

- To develop an approach to behaviour management supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions or learning consequences that will follow
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour

This policy should be read in conjunction with the Anti-bullying policy, the Lunchtime policy and the E-Safety policy.

### **Anstey First School Code of Conduct**

Our behaviour and discipline policy begins with the school's code of conduct:

- All members of the school community, including guest teachers and volunteers, are asked to show tolerance to differences and to show respect towards everyone while at Anstey First School.
- All children are expected to respect their teachers, other adults and pupils
- All children are expected to respect their own and other people's property and to take care of books and equipment
- Children are asked to be well-behaved, well-mannered and attentive
- Children move calmly around the school
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter as quickly and fairly as possible
- Physical violence is not acceptable for any reason, neither is retaliation. Repeated or serious incidents can lead to exclusion
- Foul or abusive language must not be used
- Children must not bring sharp or dangerous instruments to school, or any potentially dangerous items
- The expectation is that children will wear the correct school uniform (as detailed in the school brochure). Jewellery should not be worn in PE (pierced ear studs to be covered); at other times, studs for pierced ears and watches may be worn.

- All members of our school community should be aware of and strive to achieve the aims of our Code of Conduct: Respect, Responsibility and Resilience and to be aware of the school motto: “Be the Best you can Be”.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function effectively as a place of learning.

### **Positive Behaviour Management**

At Anstey First School, most children behave well. We are a values led learning community, and as such expect everyone in our learning community to use them as a guide to their own behaviour, including adults. Adults act as role models for our children and should demonstrate the same appropriate behaviour towards our children, our school and each other. These values underpin our 4 main school rules;

- 1) Respect others and the school environment
- 2) Kind hands, feet and words
- 3) Follow adult instructions
- 4) Be the best you can be

Our values are:

- ☺ **Love:** We treat each other as we would like to be treated.
- ☺ **Respect:** We show respect to people and property.
- ☺ **Kindness:** We do not hurt one another with words or actions.
- ☺ **Peace:** We work quietly to help each other learn.
- ☺ **Co-operation:** We work together calmly and sensibly, listening to each other.
- ☺ **Honesty:** We admit if we do something wrong and seek help if there is a problem.
- ☺ **Aspire:** We will aim high and try our best in all we do, willing to try new things.

Rewarding positive behaviour at Anstey can include:

#### Positive Praise

Anstey Hug (Supportive Hug technique from Herts Steps Programme)

Positive notes/calls/postcards home to parents

Positive mentions on Anstey Twitter page

Rewards of stars/smiley faces on work, on charts and in special books

Use of certificates, special stickers for such things as listening, being kind, helpful, staying on task etc

Sharing/highlighting good behaviour with other children/other classes

Presentation of awards or special mention in Friday Assembly

Dimsdale Award (end of half term)

By using a positive system of rewards, and reinforcing good behaviour, we strive to help children to feel good about themselves.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. It is based on the principle that good behaviour has positive consequences and unacceptable behaviour has negative consequences (sanctions). Children are encouraged to choose actions which have positive consequences and show the school values and follow the school rules.

Individual certificates celebrating achievements in any area of school life are awarded to children from all classes on a weekly basis on Fridays.

Incentive stickers are available for everyone. In addition, each class teacher gives verbal or written praise as often as possible. Children may be sent to celebrate good behaviour and to show good work to another teacher or the head teacher, and stickers or notes home presented.

Children are encouraged to display their achievements in and out of school in assemblies. Friday Assembly is for celebrating good work and achievement.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour.

### **Tackling Undesirable Behaviour**

There will be times when children do not behave in an acceptable way. Children need to understand where the bounds of acceptable behaviour lie, as this is a part of growing up. The school Code of Conduct states these boundaries firmly and clearly. Staff should always use the language of choice and give children the opportunity to choose a positive way to behave. There must be time to explain what is expected and how this can be achieved. Minor and less serious breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

A “calming space” system is used where children are asked to sit calmly or in a safe space and will then later complete a “Thinking” sheet with a staff member reflecting on their behaviour and making positive suggestions as to how their behaviour will be different in future. This sheet will then be discussed with the teacher concerned and the incident recorded in the school behaviour log (kept by the Head Teacher). The log is monitored regularly by the head and if patterns of negative behaviour become apparent, then the head will follow this up with the child and his/her teacher, and if necessary, their parents.

Each case is treated individually. Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions. Where appropriate, they may be involved in deciding what sanctions should be applied. If a child does not respond to sanctions and unacceptable behaviour continues, or the breach of discipline is more serious, parents will be involved. Children may then be placed on a formal daily or weekly report system to monitor their behaviour with parents’ support or other appropriate and agreed sanctions instituted.

The school understands that any sanctions must be reasonable and, in determining the sanction imposed, must be proportionate in the circumstances. The pupil’s age, any SEN or disability, and any religious requirements that may affect the pupil, must be taken into account.

### **Unacceptable Behaviour and Strategies for Dealing with it**

Any behaviour which breaks our school rules or does not show our school values is unacceptable.

If preventative action (see Positive Behaviour Management section) has not worked, then we aim to be highly proactive, intervening as early as possible to prevent situations from deteriorating. We must ensure that the sanctions we apply are appropriate to the individual and are timely, fair and consistent. We should always listen to the child, explain why the behaviour is inappropriate and give them an opportunity to make up for what they have

done. Where possible, the child should be encouraged to think about or even practise what they should have done for future reference.

Low level disruption (calling out in class, not paying attention) can often be stopped by a look, saying the child's name, giving a reminder about a rule or moving a child to another place within the class.

A staged approach can therefore be adopted to tackle unacceptable behaviour. Once unacceptable behaviour has been identified then the following 6 stages can be applied in order. This approach will also be applied at Lunch and break times and be counted overall.

1. Verbal warning – including why the behaviour is unacceptable (identifying Rights/Responsibilities)
2. Name on board – as a written warning. This can then lead to a cross next to the name, indicating a final opportunity before the next step is taken.
3. Separation for an appropriate length of time, within class or to another member of staff.
4. Loss of privilege (ie golden time, some break time) and completion of a "Think About It" sheet
5. Sent to Headteacher (and a Red slip, if not already given one).

If poor behaviour is repeated or there are several incidents in a relatively short space of time, then parents will be involved. This could mean that parents are informed that an incident has occurred and been dealt with at school and that it would be helpful if they could follow this up at home. Parents could also be invited in to school to discuss more in-depth or longer lasting strategies. Children experiencing persistent or recurring problems with their behaviour will need more detailed support. The following strategies could be put in place:

- Report cards which give the child specific targets to work towards and which break the day into smaller, more manageable units of time for the child,
- Individual behaviour plans which identify particular support strategies or arrangements.

If a problem persists, school staff will seek further advice from outside expert agencies such as health professionals, and the child may be placed on the Special Educational Needs Register for additional support.

Serious misdemeanours do not warrant this staged approach. Instead, a separate approach will be taken. Children consistently choosing unacceptable behaviour can face internal exclusion and ultimately a fixed term or permanent exclusion from school.

The exact circumstances that trigger such an exclusion will be specific to each incident and every eventuality cannot be listed:

- Disruptive behaviour in which there is a risk of injury to the child, other children and/or staff.
- Aggressive behaviour in which property is damaged (deemed as criminal damage).
- A total refusal to comply with school discipline and/or repeated violence or verbal abuse.

We define these serious and severe behaviours as:

- Bullying (please refer to our Anti-Bullying Policy)
- Wilful physical abuse (premeditated or deliberate and aggressive fighting, kicking, punching, pinching, biting etc. that causes actual bodily harm)

- Bringing in to school any offensive weapon, including a knife or using a tool/knife in school in a threatening way
- Wilful destructive behaviour
- Stealing
- Verbal abuse (foul language, racist comments, insults, threatening/aggressive language to members of the school community)
- Deliberately telling lies
- Disrespectful behaviour towards members of the school community

### **Positive Handling**

All staff are trained in the methods advocated by 'Herts Steps; Step On Programme' that focusses on de-escalation techniques and positive handling.

At Anstey First School, staff acknowledge that experiences give rise to feelings which manifest themselves in behaviour. We recognise that we cannot control other people's behaviour, but we can influence it by controlling our own. In all cases, staff will seek to handle difficult situations in a positive way and seek opportunities to divert and de-escalate. The aim is to provide security, safety and acceptance, allowing for recovery and repair in a positive listening debrief.

Where necessary, a risk assessment for an individual child will be drawn up to indicate to staff the best approach to achieve positive behaviour.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by a teaching assistant team. The team supervise the eating of lunch and the use of play equipment and play areas. They will use radios to communicate if necessary. A radio will be required when staff are on playground duty. Radios are located in the office, head's office, staff room and school house.

Staff will remind children of the standard of behaviour expected, using the language of choice and de-escalation techniques if required. The assistant on duty can radio available Senior Leadership Team if necessary.

Persistent or serious misbehaviour at lunchtime will result in loss of privileges and playtimes.

### **The Role of Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place unless their child knows and is able to access appropriate behaviours for learning.
- By remembering that staff deal with behaviour problems patiently and positively, using professional discretion to achieve a positive outcome for the child.
- By signing the Home School Contract, which emphasises the roles on each side.

## **Care and Control of Children during School**

As previously stated, at all times staff encourage good behaviour through praise and rewards. We aim to ensure positive handling of children in all situations. If there is a need for sanctions to improve behaviour or attitude, then the following may be used, depending on each child's needs.

Staff will use their professional discretion in deciding what is most appropriate, and the list below is neither hierarchical nor exhaustive:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Verbal reprimand and reminder of expected behaviour
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work and/or send work home
- Loss of free time such as playtime (but must be supervised), or Golden Time
- Letter of apology
- Behaviour modification programme – setting targets.
- Time away-remove child from the class – place with HT or in another class
- Daily verbal or informal written report to another teacher or the Head
- Parental involvement
- Outreach referral to The Rivers ESC (with parental permission).

Serious incidents are recorded in the Behaviour Incidents Book; bullying is recorded in the 'Bullying Records'

## **Incident Forms**

These are used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property
- Loss, theft, or damage to property
- Any other incidents or matters of a serious nature

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc). Incident forms should be used, recording all details, and are available from the office.

## **Behaviour Incident Book (Kept by the Headteacher)**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. These records are not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour, but it may be used to record patterns of behaviour.

## **Intervention Requiring Physical Restraint**

If a child violently attacks another child or adult and does not respond to requests to calm down, then physical intervention may be necessary. This will be done using Herts Steps methods.

The child should be removed from the situation as soon as possible and taken to the Headteacher who will take immediate action to notify parents.

If a child runs away following an incident, he should be followed at a distance and monitored whilst being allowed time and space to calm down whilst also keeping the child's wellbeing and safeguarding in mind.

All actions taken must be reasonable, proportionate and necessary. We seek to avoid injury to self, to others

An incident form should be filled in and the situation discussed with the Headteacher .

The Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, educational psychology services etc.