



ANDOVERSFORD PRIMARY SCHOOL

Behaviour Policy

Date Ratified:

Signed on Behalf of the Governing Body:

Chair of Governors

Date for Review: September 2022



ANDOVERSFORD PRIMARY SCHOOL

Behaviour Policy

At Andoversford Primary School, we work together to create a calm, caring, purposeful learning environment, where we are all accountable for our own actions. We believe in a fair and consistent approach, whereby all members of our community feel included and supported. We strive to eliminate unacceptable behaviours and reinforce positive behaviour choices. The foundation of our behaviour policy is on creating, repairing and strengthening respectful relationships so that all pupils, parents, staff and volunteers are happy to be part of our school community.

Aims and Objectives

At Andoversford, we aim to optimise the personal development alongside the academic attainment of all pupils in our care. We believe that every individual is a person of worth, and therefore warrants respect, recognition and praise. It is our intention to develop caring, responsible citizens, who are self-motivated and able to reflect on the choices they make. We strive to achieve this through:

- Building and maintaining positive relationships
- Establishing clear rules and boundaries
- Setting high expectations, both academically and socially
- Providing an individual approach to meet the needs of all pupils
- Establishing a clear and consistent system to celebrate achievement and deter unacceptable behaviour
- Ensuring that the expectations are understood by pupils, parents, staff and governors
- Implementing agreed procedures

Roles and Responsibilities

It is the role of the Headteacher to ensure that the school's behaviour policy is implemented and applied consistently throughout the school and to support staff in this aim. The school uses an online reporting system (My Concern) to record all serious incidents of misbehaviour and this is monitored on a regular basis.

The SEND manager will work alongside class teachers, pupils and parents to support pupils with additional needs.

School-Agreed Procedures

At Andoversford, we want our pupils to become responsible citizens. While some rewards are in place to inspire pupils to make the right choices, these increasingly shift towards intrinsic gratification as the pupil matures. Sanctions are imposed to ensure that pupils are made aware, when they have made an unacceptable choice, teach pupils that their actions have consequences and illustrate the seriousness of their behaviour. The pupil is always given time to reflect on his/her actions and the consequence or impact of the behaviour on others. Sanctions where possible enable the culprit to correct the misdemeanour or 'put right' any wrong that has been caused. Where possible we use a restorative approach to solve incidents between pupils.

We believe that it is the duty of the whole school community to promote positive behaviour to enable our pupils to become successful individuals. Positive behaviour is demonstrated by pupils who are respectful, kind and look after their own and other people's property; pupils who are active learners; who check their own work and self-review against targets; who employ problem solving strategies and who demonstrate the ability to solve social problems positively and respectfully with others. This links very closely to the school's core values: **ASPIRE**

- All staff use proactive means (such as planned seating arrangements, classroom responsibilities etc.) to ensure that pupils are encouraged to make the correct choices.
- All staff give feedback to pupils to promote positive behaviour choices. Feedback relating to behaviour choices, both positive and negative, will be detailed and relevant for the age/stage of development. All members of staff are dedicated to improving pupils' understanding of their actions.

Our staff:

- Ensure that our school provides a safe, secure and well-ordered environment
- Ensure all interactions are based on mutual respect and understanding
- Have high expectations of pupils' behaviour and attitudes towards their learning
- Promote pupils' independence and the development of good learning dispositions (including engaging with tasks, exploring possible outcomes, demonstrating perseverance, self-review and reflecting on the quality of the work produced)
- Encourage pupils to make decisions, learn from their mistakes and increasingly apply self-discipline strategies
- Encourage pupils to understand right from wrong, and to ensure that individuals know and understand **why** any particular action is deemed inappropriate.
- Help pupils understand their rights and responsibilities as a citizen in our society
- Keep parents/carers informed about their child's welfare and work alongside them to promote positive behaviour

Our Pupils:

- Respect and care for others
- Resolve disputes positively
- Take responsibility for their own actions
- Be aware of how their emotions may affect their behaviour choices

Our Parents and Carers:

- Support the school in the implementation of the behaviour policy
- Promote positive behaviour at home to improve continuity between home and school
- Contact the class teacher if they feel their child's behaviour (in or out of school) is having an impact on his/her emotional well-being
- Contact the class teacher if they have concerns about an incident at school

Proactive Strategies

At Andoversford Primary School, we recognise that incidents of misbehaviour are a means of communication. We actively work alongside pupils to understand the thoughts and feelings that they are trying to communicate and to equip pupils with the tools to address these. Methods that we employ include:

- ➔ explicit teaching about neuro-science how different emotions cause changes in the brain
- ➔ whole class PSICHE lessons which are planned to meet the social and emotional needs of the cohort
- ➔ additional interventions for groups or individuals who need more support
- ➔ using a circle-time activity to delve deeper after a particular incident (group or whole class)

If a pupil exhibits low-level behaviour choices that are unacceptable, such as distracting others, being rude or having a negative impact those around him/her, they will receive explicit feedback, which makes it clear to the child exactly which behaviour is unacceptable and **why** it is not tolerated. This is described using specific language. If needed the pupil is given a chance to reflect on his/her behaviour and calm down using a Time Out, the length of which is determined by the age/understanding level of the pupil. Pupils are also encouraged to self-regulate and use proactive strategy when they feel their behaviour choices may escalate. Each class displays the options for self-regulation, which are created in collaboration with pupils. Options might include going to the book corner for 5 minutes, watching the fish, sitting on the back step, walking up and down the corridor etc. Pupils are strongly encouraged to become self-motivated and recognise triggers for how/when they may need a break.

If a pupil still persists with unacceptable choices after feedback and the opportunity to self-regulate, or an incident includes the use of aggressive language, threatening behaviour or physical violence a member of staff may remove the pupil from the situation or utilise another member of staff to discuss the behaviour. This might include working alongside a teaching assistant, talking to a teacher from another class or with the Head Teacher. We recognise that pupils can be in a heightened state immediately after an incident and therefore may need some time to de-escalate before addressing the incident successfully. The member of staff will lead a discussion with the pupil to ascertain exactly what happened and help the pupil to understand the consequence of their actions. This might include discussions with other pupils. Together a suitable solution to repair the relationship or put right the wrong is agreed. Rather than arbitrary sanctions such as missing break or writing lines, we believe that restorative solutions are more effective at modifying future behaviour choices.

As well as informing parents/carers, a formal record of any serious incident is stored on an online reporting platform (My Concern). At Andoversford Primary School we work alongside the family and are fully committed to working together to best support our pupils. If repeated concerns are raised about a pupil's behaviour a meeting between parents and class teacher, SENDCo and the leadership team will be organised to discuss the issues and agree a behaviour plan.

Aspire Point System

All Staff members will award ASPIRE points to pupils for positive behaviour choices; these are particularly linked to the school core values. Aspire points are given as physical tokens which are collected in the classroom. At the end of each week the tokens are collected and counted by the house captains and then displayed in the school entrance. The whole school work towards an activity reward for collecting a given number of house points to help pupils to understand the value of working together.

Pupils with Additional Needs

In some cases, a child may be identified as having additional needs with regards to his/her behaviour choices. For these pupils, behaviour targets will be identified on the pupil's My Plan, which is created in collaboration with the class teacher, TA, SENDCo, the pupil and the family. In some cases the school may involve other agencies, such as Educational Psychologists or the Education Inclusion Team. Additional support may also be offered by the Pastoral Support Advisor.

Illustrative Examples

Positive Reinforcement Strategies:

(this list is not exhaustive)

- Smile or positive facial expressions
- Thumbs up
- Praise – verbal or written
- Sent to show work to another adult or class
- Aspire points
- Additional responsibilities
- Class recognition
- Achievement Certificate
- Sent to another member of staff or the Head Teacher for recognition
- Additional playtime (Whole Class or House)
- Whole School Event (reward for collecting the target number of house points as a whole school)

Restorative Solutions:

Behaviour Choice	Example Solution
<ul style="list-style-type: none">▪ Interrupting or calling out▪ Loss of concentration▪ Silly noises	<ul style="list-style-type: none">▪ Quiet reminder▪ Non-verbal signal (e.g. eye contact or hand gesture)▪ Separation by change of seating in class, assembly or move to a different place in the line
<ul style="list-style-type: none">▪ Misuse of property (e.g. throwing rubber or book across table)▪ Deliberately dropping food in the dining room	<ul style="list-style-type: none">▪ 'Community Service' style activities (e.g. helping out with jobs around the classroom or school – litter picking, sweeping hall after lunch or tidying classroom)
<ul style="list-style-type: none">▪ Unkindness to another pupil▪ Name calling▪ Lack of respect for another pupil's property	<ul style="list-style-type: none">▪ Circle time discussion▪ Apology card or letter▪ Act of kindness towards the wronged pupil
<ul style="list-style-type: none">▪ Verbal or physical abuse to a member of staff▪ Malicious physical assault on another pupil▪ Intentional criminal damage to school property	<ul style="list-style-type: none">▪ Fixed-term exclusion

In some cases, the restorative solution may include:

- Withdrawal of privileges, such as attendance at clubs, class day or residential visits
- An after-school detention – this is agreed with parents
- A fixed-term exclusion
- A managed move
- Permanent exclusion

Andoversford Primary School follows local and national guidelines, including reporting of any exclusions to the Local Authority.

Covid-19 Addendum

Children (and adults) have all experienced trauma. The whole situation surrounding coronavirus has been very distressing for everyone and we must be mindful of this. Children will need to feel safe and the best way for them to feel this is to understand their boundaries. They will be unsure about what has happened, and will probably test what they can and cannot do. Reinforcing our high expectations of them will help them to restore their feeling of safety in school. Although it might be tempting to 'relax' the rules a little, children need the clear expectations to feel safe. The underlying aims and objectives of our behaviour policy are unchanged.

There are however some additional measure that we are asking individuals to follow to ensure that the risk of catching and/or spreading coronavirus is reduced.

Pupils should:

- Show respect for others by keeping your distance
- Maintain a safe distance of at least 2 metres from pupils outside their 'bubble'. Floor markings and adult support will be available to help you to remember.
- Only touch your own property and resources unless you have been given permission to share by an adult.
- Keep left when using the corridor to keep your distance from people who are walking in the other direction. Posters and floor markings will help you to remember.
- Wash your hands thoroughly at regular intervals throughout the day. Adults will help to remind you. You can also use timers and the posters to help.

Parents should:

- Use the available resources (such as e-bug) to teach pupils good hygiene habits
- Remind children of the importance of distancing and hygiene habits
- Strictly adhere to school routines set out in the Recovery Plan
- Ensure that government guidance is followed by the family outside school

School staff will:

- Support pupils to understand the changes in school
- Remind pupils of what is expected
- Organise opportunities for additional PSHCE and wellbeing for children
- Strictly adhere to school routines set out in the Recovery Plan
- Ensure that government guidance is followed when outside school