



Austrey and Newton Regis CE Primary Schools Behaviour Policy

*Becoming the person God made me to be:
living, learning, loving.*

*"I praise you because I am fearfully and
wonderfully made" Psalm 139:14*



Why attempt to crush behaviours through punishment, when
you can grow better ones with love?

Version: 6

Agreed: September 2021

Review: September 2022

Linked policies:

- ❖ Anti-bullying
- ❖ Exclusions

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

Created to be like God, we are all individual, different, and precious. As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their lives and **learning**. **Living** like Jesus, we think and act with **generous** and **forgiving** hearts in the strategic and day to day life of the schools, so that everyone can flourish. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Newton Regis and Austrey Church of England Primary Schools.

INTRODUCTION

Working within this distinct Christian ethos, the main focus of behaviour and discipline at Austrey and Newton Regis is to reward and celebrate good behaviour and to develop an ethos of kindness, hope, forgiveness and co-operation. We aim to be positive and focus on good behaviour and we use a wide range of rewards to encourage this. When behaviour falls short of our expectations, we emphasise that it is the action and not the child which is unacceptable. Poor behaviour erodes our efforts to achieve our values. It acts as a barrier to learning and undermines the sense of safety and good order within the school which affects all children. All children have the right to learn without disruption or interference from others.

AIMS

The aim of this policy is to provide a framework of expectations, guidance and procedures which can be implemented by all members of staff to support and promote the Christian values of the school so that:

- ❖ Teaching and learning is effective in a calm, well-ordered and positive environment
- ❖ Every member of the school community feels that they are valued and treated with respect so that people can work together with the common purpose of helping everyone to learn.
- ❖ The teaching and modelling of high expectations of behaviour is an explicit part of the curriculum.
- ❖ Children develop positive attitudes and good relationships to become caring and responsible citizens who show tolerance and empathy towards others
- ❖ Rules, rewards and sanctions are understood by all members of the school community and are applied consistently.
- ❖ Ensure that our behaviour policy does not discriminate against any individual or group of children on account of race, cultural identity, gender, ability, disability, religion or socio-economic background
- ❖ To give our children the confidence and resilience to meet new challenges with a determination to succeed.

THE ROLE AND RESPONSIBILITIES OF PARENTS/CARERS

Since teachers and parents/carers share the responsibility of encouraging and reinforcing appropriate behaviour, it is essential that they understand the role of all participants and the expectations for all members of School community, and that they assist in developing and instilling these behaviours. Their role is vital.

Therefore, it is expected that parents/carers will:

- ❖ Demonstrate a positive attitude at home about school, teachers and the importance of education.
- ❖ Keep open communication with a child's teacher(s) and the headteacher about concerns arising.
- ❖ Monitor homework to make sure it is completed well and on time.
- ❖ Encourage respect and good manners towards staff and other children.
- ❖ Attempt to provide, to the best of their ability, proper rest and nutrition for their child(ren) to enable their child(ren) to function well at school.
- ❖ Make the school their first port of call when issues arise
- ❖ Refrain from debating school issues on social media



We also encourage parents to let us know if anything has happened at home or outside school which may be affecting their child's behaviour so we can work together.

IMPLEMENTATION

Staff lead by example by showing courtesy and consideration to each other and the children. Positive reinforcement is actively encouraged at all times. Our behaviour rules are communicated positively and are consistent with those outlined in our Anti Bullying Policy, which have been agreed through pupil consultation, as follows:

GOLDEN RULES

- ❖ **We are respectful of ourselves, others and our school**
- ❖ **We always listen and try our best**
- ❖ **We are kind, thoughtful and honest**
- ❖ **We accept everyone for who they are and value everyone as part of our community**

GOOD TO BE GREEN BEHAVIOUR SYSTEM

The behaviour system we use in class and at playtime is designed to encourage children to follow the rules and choose to behave in an acceptable manner. The behaviour system is shown as a colour scale throughout the school. Children aim to stay on green throughout the day, or be selected to move to “gold” for excellent behaviour. Behaviour which is not acceptable is shown by a child being moved to yellow or red. This is clearly displayed in all classrooms.

REWARDS

An important part of our Behaviour and Anti-bullying policy is the way we let children know that they are doing the right things in the right way. We reinforce good behaviour and give the children positive feedback to celebrate and reward this. In addition to adult praise, both verbal and written, we use a range of rewards depending on age and what works with the children. This encourages the children and continues to build upon the positive ethos we enjoy at Newton Regis and Austrey.



Our rewards include:

- ❖ Merits – when children have reached 100 merits they can choose a prize from the prize shelf
- ❖ Visit to the Headteacher or Deputy Headteacher
- ❖ Headteacher stickers and postcards
- ❖ Pupil of the week
- ❖ Values Lanyards
- ❖ Certificates for TT Rockstars and Spelling Shed
- ❖ Golden sunshine tickets (3 of these in a week will result in a headteacher postcard home)
- ❖ Half termly team cup

CONSEQUENCES

Where a child is not showing acceptable behaviour, a sanction is used as a consequence. The nature of the incident will determine the level of consequence applied. It will be made clear to the child why the behaviour is unacceptable, what the consequences are if it persists and what the expected behaviour is.

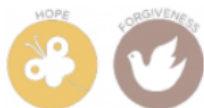
Staff will use a variety of strategies to ensure that unwanted behaviour is modified quickly, these may include.

- ❖ Making eye contact showing disapproval
- ❖ Moving closer to the child
- ❖ Making positive comments about another child who is following that rule
- ❖ Verbal warning and reminder of expectations
- ❖ Offer opportunity to move within the classroom

If this does not work, pupils may need to:

- ❖ Miss part of their playtime to complete work
- ❖ Miss part of their playtime and walk with the adult
- ❖ Write an apology
- ❖ Be sent to talk to the Headteacher or Deputy Headteacher
- ❖ Move their name/picture to red

Yellow



A child's name may be moved to the yellow circle if their behaviour does not improve, this is an official warning. The child may be instructed to move to a different place within the classroom. They will be given the opportunity to reflect on their behaviour and modify it in order to move back to green.

Red

If a child continues to break rules their name will be moved to red. This may mean they will need to work in a different classroom for a short period of time ("time out") The teacher will contact the child's parent/carer about what has happened via Seesaw or phone. Children will be moved straight to red, missing out the yellow stage for unacceptable behaviour including:

- ❖ spitting
- ❖ bad language
- ❖ fighting
- ❖ destructiveness/theft of property
- ❖ aggression towards other pupils and adults
- ❖ severe argumentative behaviour
- ❖ discrimination / making discriminatory comments on the grounds of gender, race, religion
- ❖ showing disrespect
- ❖ theft of property

Persistent Red

Where a child's behaviour causes additional concern due to persistency of unacceptable behaviour the Headteacher should be informed and a meeting arranged with the child's parent. A behaviour plan will be agreed between parents, class teacher, child and Headteacher.

As a general rule **every day is a fresh start and sanctions are not carried over so all children start each day on green.**

INCLUSION



Our Behaviour and Anti-bullying Policy, based on assertive discipline, aims to help all of us achieve the highest standards of behaviour and achievement. Most children behave in a way that helps learning most of the time. However, when behaviour is disappointing or not acceptable, it is important that the school responds in a way that helps the child get back on track. If poor behaviour is a barrier to learning, we will do our best to remove that barrier. We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the behaviour and anti-bullying policy. Sometimes things happen either inside or outside school which affect a child's behaviour. If we notice that a child's behaviour has changed safeguarding procedures should be considered. If staff are concerned that the behaviour change may be related to a safeguarding matter, the Headteacher (DSL) should be consulted. Unless there is sufficient reason, we will let parents know and discuss the possible causes. Teachers and parents will work with the SENDCo to investigate the root of the behaviour and keep a record of triggers which will then feed into an Individualised behaviour plan.

INDIVIDUALISED BEHAVIOUR PLANS



If a child has particular needs and the teacher thinks it is appropriate, an individualised behaviour system will be created. All teaching and support staff receive relevant training to enable them to be trauma aware and 'connect with pupils before they correct'. This includes Adverse Childhood Experiences (ACEs) training as well as safeguarding training. If a child is showing distressed behaviour or relationship seeking behaviour, an individualised behaviour system will be created and school will follow mental health safeguarding procedures in line with the KCSIE 2020 document which all staff have also receive training on. All appropriate stakeholders will be involved in this process.

Behaviour at lunchtimes

Pupil behaviour at lunchtimes is expected to be of the same high standard. However, the school recognises that lunchtime is an important period to let off steam and be physically active. All staff in school have received training on supporting behaviour at lunchtimes. Incidents are dealt with by our team of midday supervisors who communicate any relevant information or concerns to staff as needed. Staff also inform midday supervisors of any key information or concerns as they handover pupils at the beginning of lunchtime.

Rewards

- ❖ Daily Pompoms*
- ❖ Weekly certificates
- ❖ Half termly 'Table of AWESOMENESS'



*Pompoms will be collected in class and 'swapped' for age-appropriate class treats

Consequences

- ❖ Step 1 – Quiet word*
- ❖ Step 2 – 2 minutes time out (walk around with the MDS) *
- ❖ Step 3 – Involve Mrs Eley or Miss Griffiths (apology and 5 minutes time out) **



*Children will be spoken to calmly and the adult will explain why the behaviour is unacceptable and have time to reflect



** Children will be given the opportunity to say sorry and be forgiven

FIXED-TERM and PERMANENT EXCLUSION

If none of the above results in significant modification of the child's behaviour, the Headteacher will, in accordance with procedures outlined in the Local Authority's Guidance on Exclusion from Schools, consider exclusion. See Exclusion Policy for more details.

This policy will be reviewed and will take place in the Autumn Term of each academic year.

Resources



KS2 may have plain circles rather than faces if the teacher feels this is appropriate

Golden Sunshine tickets



has been on GOLD today for

WELL DONE!

Red Tickets



Unfortunately,
has been on red today for

Please let me know that you have seen this message and spoken to your child about this. If you wish to discuss it further I am happy to arrange a phone consultation or meeting.



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has been on red today for

Please let me know that you have seen this message and spoken to your child about this. If you wish to discuss it further I am happy to arrange a phone consultation or meeting.

Why attempt
to crush
behaviours
through
punishment,
when you can
you can grow
better ones
with love?