Aberford C of E Primary School

Behaviour Policy

This policy intends to outline the policy and procedure for behaviour at Aberford Church of England (Voluntary Controlled) Primary School. It has been established through consultation with staff, governors and children. In our Church school, our vision is:

*We respect each other and are proud of each other’s’ achievements. We foster a love of learning and a determination to embrace new challenges. We are creative and enthusiastic in all of our teaching and learning and work together in a safe and happy environment, where Christian values are at the heart of all we do.* ***We are a family.***

This policy intends to outline how our whole school community lives this out in relation to promoting positive behaviour and managing incidents of inappropriate behaviour. Our Christian Values of: Friendship, Respect, Community and Hope are firmly rooted in this policy. This information is created from staff discussion, ideas and feedback.

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| Christian Value | | How is this value lived out in our behaviour policy? | |
| IMAGINOR VALUES ICONS_WITH TEXT-FRIENDSHIP | | *‘Encourage one another and build each other up.’ (Thessalonians 5:11)*  With friendship being the most important value to our children when deciding our core values, our behaviour policy is built around this foundation. All adults in school model the skills needed to build and maintain strong friendships and restorative conversations are phased to help children rebuild and repair friendships when things have gone wrong. | |
|  | | *‘Live in harmony with one another.’ (Romans 12:16)*  At Aberford, our vision of, ’We are a family’ permeates through all we do and as such, living well as a community is a core driver for our behaviour policy. Forgiving each other, not judging others and contributing well to our community are behaviours that we teach, nurture and promote in school. | |
| IMAGINOR ICONS-COMMUNITYtextIMAGINOR VALUES ICONS_WITH TEXT-RESPECT | | *‘So in everything, do to others as you would have the do to you.’*  *((Matthew 7:12)*  The Church of England Vision for Education outlines a desire for children to be educated with dignity and respect. We believe that children deserve dignity and respect when learning how to manage their behaviour. Respect for all children and adults in the community is promoted. We recognise that for some children, there can be barriers to positive behaviour and our role as a school is to identify these and implement strategies to support. | |
| IMAGINOR ICONS-HOPEtextIMAGINOR ICONS-HOPEtext | | *‘May the God of hope fill you with joy and peace.’ (Romans 15:13)*  Our fourth core value was chosen during Coronavirus global pandemic by our Aberford Children’s Ethos Committee to symbolise that during difficult times, hope is paramount. In our behaviour policy, we believe that hope allows our children to approach problems with a mindset suitable to success, thereby increasing their chances to achieve their goals. | |
| Rationale | |

*“So in everything, do to others what you have them do to you” (Matthew 7:12)* firmly roots our approach and teaching at Aberford. It underpins all actions taken by children, staff, governors and families. Our school values are rooted in the teaching of Jesus Christ.

The Church of England’s Vision for Education references whole heartedly the aspiration to educate the whole child: *“I came that they might have life, and have it abundantly and in all its fullness (John 10:10).* The same Vision articulates the principle of education for **dignity and respect**, referencing:

*“the basic principle of respect for the value of preciousness of each person, treating each person as a unique individual of inherent worth” (Church of England, Vision for Education).*

The key principle and rationale of this policy is to outline, within the teaching of Jesus Christ, how positive behaviour is promoted and inappropriate behaviour challenged across Aberford C of E Primary School.

In line with the teaching of Jesus, we believe that it is essential that all children are shown that they are cared for and respected across school. Educating the whole child also includes teaching children about behaviour.

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| Aims |

* To promote and live out the vision and values of our school through positive behaviour and conduct of all members of the school community.
* To establish a happy, positive and caring learning environment that promotes friendship, respect, community and hope.
* To provide a secure and inclusive environment to learn and value respect for others, in line with the Church of England’s Vision for Education and Valuing All God’s Children.
* To provide a secure and caring culture where children feel safe and are taught about behaviour (including their own and that of others).
* To instil a culture of restorative practices to ensure that children are treated with dignity and respect when approaching behaviour management.

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| What do we believe? The principles of our behaviour approach |

Our behaviour policy is built on the principles that every child is well behaved, enjoys learning and thrives on positive reinforcement in a safe, trusting and respectful learning environment. We actively seek to promote this culture across our whole school learning environment.

A key understanding for all staff, children, governors and families at Aberford in relation to behaviour is that it is all a form of communication. Careful consideration must be made to identify what a child is telling us by the way in which they are presenting. Our understanding is underpinned by the belief that. “to see a child differently is to see a different child”.

With this in mind, we view aspects of challenging behaviour as barriers for children. Our belief is that all children will behave well if they know how to and have no barriers blocking them. We strongly believe that no child will not behave well and instead understand that they may not be able to yet. It is the role of those around them, therefore, to identify barriers and remove them.

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| Positive behaviour |

We believe that recognising and praising positive behaviour is the most effective behaviour management strategy. As a school, we will recognise and praise positive behaviour in a number of ways including:

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| C:\Users\Head\OneDrive - Aberford C of E (VC) Primary School\Aberford\Siams\Imaginor logos\IMAGINOR VALUES ICONS-FRIENDSHIP.png | Friendship   * Being a good friend * Being kind to everyone * Listening carefully and respecting other’s opinions |
| C:\Users\Head\OneDrive - Aberford C of E (VC) Primary School\Aberford\Siams\Imaginor logos\IMAGINOR ICONS-COMMUNITY.png | Community   * Working collaboratively * Looking after the school environment * Celebrating differences and supporting each other |
| C:\Users\Head\OneDrive - Aberford C of E (VC) Primary School\Aberford\Siams\Imaginor logos\IMAGINOR VALUES ICONS-RESPECT.png | Respect   * Treating others with respect * Looking after school and everything in it * Listening carefully and following instructions |
| C:\Users\Head\OneDrive - Aberford C of E (VC) Primary School\Aberford\Siams\Imaginor logos\IMAGINOR ICONS-HOPE.png | Hope   * Effort, determination, perseverance * Challenge and taking risks * Learning from mistakes |

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| Promoting Intrinsic Motivation |

At Aberford, we encourage a growth mind-set approach. We believe that having a growth mind-set is important because it can help you overcome obstacles you may face when learning something new or developing a new skill. A growth mind-set understands the importance of persistence and determination. We understand that developing the right mind-set early on is crucial for a successful, happy life. When children learn that putting in effort and using the right strategies can help them get better at things, they feel empowered, and try harder. We believe that when children know their brains are capable of growing, they are more confident, resilient and are not afraid to fail!

At Aberford C of E Primary School we use the principles of the Learning Pit to inform our promotion and praising of positive behaviour across school. The key principles for positive behaviour management look to build intrinsically motivated learners, who are committed to achieving well for their own growth and not necessarily for a materialistic reward or prize.

We want all our pupils to love learning, relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

We know that in order to fulfil the potential of our pupils and encourage them to become confident and resilient learners we, as a team of staff and parents, need to be modelling the mind-set of a learner who is not afraid of making mistakes but who thrives upon them, knowing that this is all part of the learning process. The way in which we encourage children to learn and explore is vital to their success, not only at school but at home as well. We know not to use the word ‘can’t’ – substituting this with ‘I can’t do it YET’

Key aspects of growth mind-set at Aberford C of E Primary School:

* We celebrate making mistakes – we can learn from them;
* We never give up – perseverance is the key if we are to succeed;
* We learn from each other;
* We don’t compare ourselves with others;
* We challenge ourselves and take risks;
* We remember that our brains are making new connections and growing all the time.

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| Class Behaviour Charts |

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| Within each class, a class behaviour chart is displayed with 7 different coloured steps. At the beginning of each day and after lunchtime, each child will have their peg on ‘**Ready to Learn**’. From this step, children will be asked to move their peg up or down depending on their behaviours for learning.  At Aberford, we believe that recognising and praising positive behaviour is the most effective behaviour management strategy. With this in mind, when children display positive behaviours, we celebrate and recognise this by asking them to move their peg up on the behaviour chart, allowing children to celebrate their achievements and feel a sense of pride.  When praising positive behaviour and promoting intrinsic motivation,  we adopt the key approaches of Growth Mind-set:   1. Praise effort, not ability 2. Praise specifics, not general 3. Praise publically and privately 4. Praise authentically (not too much) 5. Praise the behaviour (not the child) 6. Praise skills used 7. Praise risk-taking 8. Praise responsiveness to feedback   Children who achieve **‘Perfect Pupil’** status at the end of each day, are invited to enter themselves into a prize draw. At the end of each half term, **‘Perfect Pupils’** will be celebrated by drawing prizes at a special Collective Worship. | Perfect  Pupil |
| Super Student |
| Good  day |
| Ready to Learn |
| Thinking |
| Warning |
| Consequence |

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| Behaviour Script – our approach to incidents of inappropriate behaviour |

* Ensure all conversations about behaviour are stripped of emotion.
* Privately and calmly, speak to the child at eye level (crouch where appropriate when a child is sitting).
* All adults should display calm tone and body language.
* Use language such as ‘I’ve noticed that’ rather than asking ‘Why are you…?’. Children often cannot or will not articulate an answer to this and pushing for it may lead to further conflict.

**Thinking**

At the first instance of children not following the agreed class rules, children will be given a verbal reminder of the school expectations. At the second instance, a **‘Thinking’** reminder of expectations will be delivered, privately where possible. Children will be asked to move their peg down. Adults will point out the inappropriate behaviour using language of ‘I’ve noticed that…’. Make reference to our core values and state what you need the child to be doing.

I have noticed that you are chatting instead of working. Remember when you completed the task and the challenge activity yesterday? I really liked your persistence then and I need to see the same behaviour today.

This is your time to think. Now I need you to stop your conversation and finish the task.

* Give the child a chance to make it right (take up time is needed).
* Secondary behaviours such as huffing, mumbling, eye-rolling, answering back, etc. must be ignored.
* Look for an opportunity to praise the desired behaviour as soon as possible, no matter how small a step towards it (it may just be picking up a pen) and say thank you and smile.

**Warning**

If a behaviour has not improved after a thinking reminder and take up time, children will be asked to move their peg down to **‘Warning**’. Here they will be given a clear, verbal caution, delivered privately wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Clearly use the phrase ‘Think carefully about your next step’. Make reference to positive behaviour you have seen from the child recently.

I have noticed that you are chatting instead of working. Remember when you completed the task and the challenge activity yesterday? I really liked your persistence then and I need to see the same behaviour today.

This is your time to think. Now I need you to stop your conversation and finish the task.

**Consequence**

* Again, ignore secondary behaviours and give the child time to think.

Leave the pupil alone at this point.

**Consequence**

If the child continues to display inappropriate behaviours, they will be asked to move their name onto **‘Consequence’**. This is not something that can be removed, reduced or substituted. Children have pre-agreed their class consequence during a PSHE lesson where they shared as discussed their ideal classroom environment and behaviours. For example, it may be that they miss the following lunchtime or break time.

I have noticed that you are still chatting. As you are stopping the learning, you need to move yourself down to ‘Consequence’ and we will reflect together at break time.

* This must not be a negotiation or discussion,

children will able asked to have a discussion at break time.

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| Restorative Practice |

We use restorative practices to support our Aberford approach. This approach enables questioning and exploration of issues to support children’s understanding, forgiving and making it right. Traditionally, this approach is used for conflict resolution, but the same principles are applied to any inappropriate behaviour incidents.

It is important that behaviour is approached in the same manner, using four key aspects of restorative practice:

* Responsibility
* Respect
* Repair
* Reintegrate

These four key questions should guide any response to addressing incidents or inappropriate behaviours in school.

Children will be encouraged to take responsibility for their actions.

**What happened?**

Responsibility

Respect

Respect the views of all involved by hearing their thoughts and how they are feeling.

**How were you feeling? Who else is affected?**

Repair

Children will be encouraged to repair friendships and apologise (they must understand why they are saying sorry)

**What has been learned? What will be done differently?**

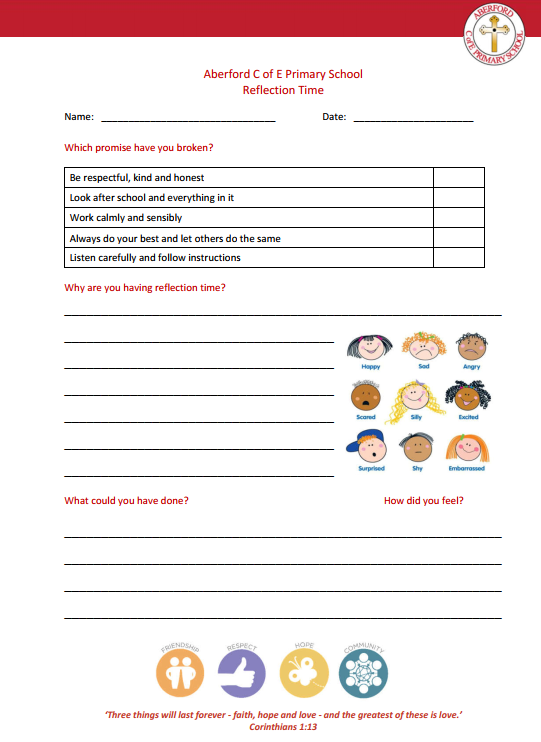
Reintegrate

Children will be supported to make up and move on from the issue.

**How will we move on?**

Reflection Time

If children are on ‘Consequence,’ they will be asked to complete a Reflection Time Sheet with an adult to support the restorative conversation.



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| Our Rewards at Aberford |

Whole School Rewards:

* House points - bronze, silver, gold house point certificates, etc
* Star of the Week award – given weekly to each year group in celebration worship. These are to recognise achievements in learning which are above and beyond
* Christian Values Award – given weekly to a child in each class in celebration worship. These are to reward children living out Christian Values.
* Lunchtime awards
* Star lunchtime table

These achievements are shared on our weekly newsletter to parents.

In Class Rewards:

* Verbal or written feedback in relation to specific learning objectives from lessons
* Table points
* A smile, gesture of verbal praise
* Being sent to other members of staff for praise
* Times table Rock star recognition
* Recognition Board
* Dojo messages home

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| Use of Force |

All members of staff are aware of the regulations regarding *Use of reasonable force in schools*. Staff will only intervene when necessary. Procedures on the use of reasonable force are detailed in the Child Protection Policy.

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| Fixed term and permanent exclusions |

We do not wish to exclude any child from school, but sometimes this may be necessary. On such an occasion, the school will refer to the standard national list of reasons for exclusion, and the standard guidance, called **Guidance on Exclusion from maintained schools, Academies and Pupil Referral Units in England (DfE, September 2017)**.

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, she must inform the parents/carers immediately, giving reasons for the exclusion, giving the length of the exclusion and making it clear that the parents/carers can make representation about the exclusion to the Governing Body. The school informs parents about how to do this. The Headteacher informs the LA and Governing Body about any permanent exclusions and fixed-term exclusions beyond five days in any one term.

An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body’s decision is flawed, it can direct a governing body to reconsider its decision. In the light of their consideration, the governing body can either uphold the exclusion or direct reinstatement of the pupil immediately or on a particular date.