

Ainderby Steeple CE Primary School

Behaviour Policy

WRITTEN: Autumn 2021

REVIEW: Autumn 2022

'Kind Words, Kind Actions, Take Responsibility'

At Ainderby Steeple CE Primary School, we want children to achieve the best of their ability, learning in a safe, caring and happy environment.

The purpose of this policy is to have a clear code of conduct for use by all at Ainderby Steeple CE Primary School. It reflects the Christian values and principles that we consider to be important for the school. The policy is not static and is responsive to the changes within school and the needs of individual pupils. Poor behaviour can have a detrimental effect on enjoyment and achievement and we will work hard to help children understand what is acceptable good behaviour.

The Role of our Pupils

Pupils at Ainderby Steeple CE Primary School are expected to:

- Allow pupils to learn and teachers to teach without disruption.
- Display positive attitudes towards other pupils, showing understanding, tolerance and compassion to others.
- Contribute positively to the school's happy and safe environment.
- Take responsibility for their behaviour, actions and attitudes at all times.

The Role of Parents

- To support the school behaviour policy and rules.
- To work in partnership with school to benefit their child's education and welfare.
- To encourage their child/children to be a positive member of the school community.
- To liaise with school regarding any concerns they may have.

The Role of School Staff

- To implement the school behaviour policy consistently and fairly.
- Provide a safe and positive environment within school.
- To regularly communicate what good behaviour is to pupils.
- Keep records of more serious challenging behaviour using CPOMS
- To work in partnership with parents and carers to benefit their child's welfare and education.

The Role of the Headteacher

- To implement the behaviour policy and report to governors on the effectiveness of the policy.
- To ensure the health, safety and wellbeing of all children in the school.
- Keep records of all reported serious incidents of challenging behaviour.
- To ensure all staff are trained and supported to deal with incidents of challenging behaviour.
- Responsible for giving fixed term exclusions to individual children for serious acts of challenging behaviour.

The Role of the Governors

- To ensure the behaviour policy is in place and followed.
- To support the Headteacher in the implementation of the policy.
- To provide an impartial resolution to disputes between school and other parties in accordance with the school's complaints policy.

Promoting Good Behaviour

Our aim is to promote and celebrate good behaviour at all times. Some of the ways we do this include:

- Preschool children are rewarded with stickers and WOW certificates
- The use of circle time to celebrate achievements in preschool
- Every child from Reception up collects stars for their team and gain individual certificates for every 25 stars achieved.
- Additional group and class rewards decided by the class teacher in conjunction with the children
- Extra privileges in class e.g. additional jobs or responsibilities
- Nominated class stars of the week from Reception up
- Agreed and signed class code of behaviour displayed on the classroom wall

Friday Celebration Assembly for Reception children upwards

- Opportunity for children to share and talk about their achievements and interests outside school
- Presentation of certificates for stars collected
- Presentation of certificates for class stars of the week
- Announcement of the total number of stars collected for each tree team
- The issuing of swimming certificates and other certificates from sporting activities

Addressing Unacceptable Behaviours

We aim for a happy, safe and positive environment where pupils can learn and teachers can teach without disruption and therefore our expectations are high. Teachers also have the freedom to exercise their own judgement on how best to manage their classes. Teachers are therefore responsible in the first instance, for discipline within their classroom. The following stages are in place so that all children understand the consequences of their actions. Early years children up to year 1 may have their own age appropriate behaviour steps and rewards. Children can enter at different stages depending on the severity of the behaviour.

Step 1

Verbal warning given to the child

Step 2

Moved away from others so that all children can continue learning

Step 3

Time out to reflect on their behaviour/time to calm down depending on the situation, restorative questions used (see appendix A). Time out in the classroom where possible or to the school office if needing to calm. Some of their playtime missed. If harmful behaviour, parents notified.

Step 4

Removed from class, taken to the Headteacher, parents notified of behaviour.

Step 5

If none of these sanctions are effective, or for repeated or very serious acts of anti-social behaviour, and the child continues to disturb the education of others within the school, then the Headteacher will follow the Local Authority Procedures and begin a process of:

1. Fixed term exclusion
2. Permanent exclusion

External support may be sought and agencies informed as appropriate. This might include:

- Request for help from the Early Help Team
- Referral to the SEN Hub

As a last resort, trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the Education and Inspections Act 2006. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence, b) causing personal injury or damage to a pupil or property, c) prejudicing the maintenance of good order and discipline. The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

Agreed by Governors:

Signed: _____

Date: _____

Appendix A

At the Time of the incident

What happened?

How did your actions make _____ feel?

What should you have done?

Do you understand the consequences?

After Time Out

Why are you on time out?

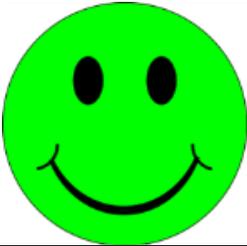
How did that make _____ feel?

What should you have done?

What should you do now to put it right? (apologise)

(If the child cannot say what they have done wrong, then it will be explained to them again and further time out completed.)

**'Kind words, kind actions,
take responsibility!'**

	Rewards
	Verbal Warning
	Moved away from others
	Time out
	See the Headteacher

