

BEHAVIOUR POLICY



Behaviour Policy Archibald First School

At Archibald First School we have an expectation of outstanding behaviour, conduct and attitudes of our whole school community inclusive of children, families, staff and visitors.

When we have positive relationships, mutually high expectations, a consistent approach and respect for all, our school community will fully thrive and be most effective, our children will learn and we will develop responsible citizens.

Everyone has the right to feel welcome, happy and safe, and to be a member of our school, whatever their age, ability, gender, race, religion or sexual orientation. At Archibald, there are 'No Outsiders'.

Together we strive to develop the skills, empathy and aspirations for our children to become confident individuals and responsible citizens.

Aims

This policy aims to:

- Outline how children are expected to behave.
- Provide a consistent approach to behaviour management.
- Outline our system of rewards and sanctions.
- Summarise the roles and responsibilities of different people in the school community.
- Define what we consider to be unacceptable behaviour, including bullying.

Working in partnership with our community, we aim to:

- Cultivate *mutual respect* between the members of the school community.
- Encourage good manners.
- Keep all children *motivated* through a consistent system that rewards positive behaviour.
- Develop *self-awareness* of how actions and words are perceived by others.
- Facilitate reflection upon actions and choices, including cause and consequence.
- Develop *empathy* in children so they understand why people behave the way they do in certain situations.
- Support children to *manage and regulate their emotions*, and to take action to avoid conflict.
- Promote *confidence* in each child to use their voice, enabling them to discuss feelings, events and difficult issues with their peers and adults.
- *Celebrate and instil tolerance of difference* so all groups and individuals feel equally valued.

Promoting Positive Behaviours

Our **school rules** promote the vision and values of Archibald First School. These are:

- ***We are ready***
- ***We are responsible***
- ***We are respectful***
- ***We are safe***

Each rule applies to every individual member of the community. We ask that visitors also follow our rules whilst working within our school community.

These are displayed in every classroom, in key documentation, including the home school agreement, and are regularly discussed with the children to ensure there is a shared understanding by everyone.

As a school we:

- Promote co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
- Developing an understanding of individual rights and individual responsibilities.

More specifically we model and teach the children:

- To move appropriately in and out of the school building.
- To be polite to adults and other children.
- To support other children.
- To empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave.
- To report incidents of bullying behaviour, involving themselves or others.

All staff at Archibald, are responsible for setting the context for positive behaviour within our school. We will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, inclusive of:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines.
- Communicating expectations of behavior.
- Using positive praise and reinforcement of expectations.
- Follow a clear step by step process for dealing with low-level disruption.

Rewards and Sanctions

All members of our community at Archibald First School are committed to actively:

- **Praising in public.**
- **Discussing discretely.**

At Archibald First School, recognising and celebrating good behaviour is the norm. Children will be consistently rewarded with praise, smiles, acknowledgements and gratitude by all adults in school. In turn, the adults through modelling, will promote this behaviour from the children to their peers.

Exceptional behaviour will be rewarded with recognition from the Head teacher and the senior leadership team.

Teams

The school community has five teams. The team names were selected to highlight significant individuals from history who are local to our school.

- Team Cookson – Catherine Cookson
- Team Darling – Grace Darling
- Team Grey – Earl Grey
- Team Stephenson – George Stephenson
- Team Swan – Joseph Swan

Throughout their time at school, the children will learn about the individuals. (EYFS - Cookson, Darling, Grey, Stephenson and Swan as a brief introduction, Year 1 - Stephenson, Year 2 – Darling, Year 3 – Grey, Year 4 – Swan. All year groups reference Cookson during Book Week).

Children are awarded team points as a form of reward, praise, encouragement and recognition, with the reasons for these being awarded are linked to the children's:

- Academic achievements
- Attitude to learning and life
- Good manners
- Behaviour
- Relationships with others
- Awareness of the world around them
- Archibald Core Values

Team points must be added on the day they are awarded, and a maximum of five team points can be awarded by any adult in school.

To highlight the community aspect of the teams we:

- Host sports days in teams.
- Have team days each term where staff plan activities for their teams.

- Design team challenges.
- Complete learning in teams to find out more about our team here
- Fundraise in teams

These activities are planned and delivered by school staff who are the “team leaders”

A VIP Day is held at the end of every half term for the winning team. To make this a celebration we:

- Invite the children to wear non-uniform.
- Host a VIP dinner table with the children coming into the lunch hall first.
- Ensure the VIP children in each year group are recognized throughout the day with gestures such as going first in the line, making decisions within the classroom.

Archibald Achievers’ Assembly

A reward assembly takes place at the end of each school week which supports the children sharing each other’s successes. Within this assembly:

- Weekly team points are collated.
- A class certificate is awarded for academic achievement.
- A class certificate is awarded for displaying the values of Archibald.

At the end of the half term children are awarded “Character Cards” based on our core values of ‘curious’, ‘caring’, ‘creative’ and ‘courageous’.

Addressing Behaviour Incidents

There will be a fair and consistent approach to unacceptable behaviour throughout our school. Staff will always use a common-sense approach and deal with incidents in a timely and appropriate manner on the day on which they occur.

Extreme behaviour can present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour, in line with school behaviour policy.

When the choice or behaviour of a member of Archibald First School does not meet our high expectations, this is dealt with immediately. This ensures that the children are not carrying an event over an extended period.

Within the classroom, the following steps will be taken:

1. The class and the child will be reminded of the positive school rules.
This positively reinforces the high expectations we have in school and praises those around the child.
2. The child’s name may be discretely written on the board. This name may be ticked by the class teacher as a final reminder before step 3.

3. If a child does not complete their work in a given amount of time or if the unacceptable behaviour does not stop then the child could be asked to stay in at playtime to finish their work and achieve the high expectations which were set.

Firstly, this acknowledges the behaviour or choice made by the individual. Secondly, it provides the opportunity to change the behaviour or choice and have their name removed.

4. If time out is needed, the child may be taken to their Class Support Room for a specified time period before returning to their peer group.

This provides space and a period of calm for the child, the peer group and the staff.

Class Support Teams

- Nursery – Class 1, Class 1 – Class 2, Class 2 – Nursery
- Class 3 – Class 6, Class 4 – Class 5,
- Class 7 – Class 9, Class 8 – Class 10

Behaviour Incident Guidelines

- We will always deploy fairness and consistency when dealing with incidents.
- We will remain calm.
- We will ascertain facts (not opinion) from all parties present. Incidents may be numbered with the people involved to clarify what happened. Any people present will be offered the chance to explain their behaviour. At the end of this discussion, staff will ask the people present if there is anything else they would like to add. Staff will also clarify with the children the numbered series of agreed events.
- As the adults, we will avoid confrontation.
- If needed, the child will be given time to self-regulate or time in their safe space.
- The children will be encouraged to think about the effects of their actions.
- The behaviour incident will be referred to the Key Stage Leader then to the Head Teacher/Deputy Head Teacher if it cannot be resolved. CPOMS will be completed by the person who has been dealing with the behaviour with the correct timeframe (breaktime, lunchtime, in the classroom) and the correct time will be added on CPOMS. CPOMS will also clearly state the action from the incident.
- If the incident has occurred at playtime then children may lose the right to part of their next playtime. If children lose the right to playtime, they must stand with the staff member on duty and then go and play for the last 10 minutes of playtime.
- If the incident happened at lunchtime then children will lose the right to part of their lunchtime the next day. However, all children must be given time to physically exercise.
- Children and staff will then all move on after this.
- If an incident occurs at lunchtime, the lunch staff must pass this verbally on to the class teacher who will then record this on CPOMS. Class teachers will then let the lunch staff know what the next action will be recorded on CPOMS. Class teachers to be responsible for the consequences or actions for individuals in their class.
- Lunch staff to meet weekly with Mrs Nisbet to discuss any particular children who they feel might need some support with their behaviour. Mrs Nisbet to discuss with lunch staff the difference between a minor and a serious incident. Lunch staff to complete paperwork to detail any incidents which have occurred for Mrs Turner's handover book.

- If the incident is physical then parents/guardians must be notified at home to inform them about what has happened and the consequences for each person involved. This could be a phone call or in person by the teacher at the end of the day.
- All recording must be completed by the end of the day to ensure that all relevant staff can access the records on CPOMS. Only relevant staff working in the class or key stage with the child will know the clear consequences from behaviour incidents.
- If children have had to miss 2 playtimes due to their inappropriate behaviour then a phone call home will be made to discuss this by the class teacher.
- ALL staff to consistently use the terminology 'MOVE ON' after an incident has been fully dealt with as far as the child is concerned. Follow up with CPOM if necessary. Any patterns in behaviour or concerns would be raised with TLRs.
- Pen Portraits for each class will include any particular behaviour strategies for individuals for staff to be made aware of.
- Some SEND children will need separate visuals of the school rules to remind them of good choices. These can be adapted for individuals. Staff to be made aware of these.

As a school, we recognise that our approach must be adaptable to meet the needs of the individual child. Poor choices or behaviour will never be left unacknowledged, however, the manner in which they are dealt with, may need to be amended. In such instances, the parties involved will be reassured that protocol has been followed regarding sanctions.

Persistent Behaviours

In the case of persistent behavioural issues (x 2 incidents), the parents will be informed by the class teacher. Strategies will be put in place to help the individuals concerned. Communication between home and school will monitor these positive strategies.

Racial Incidents or Homophobic Incidents

Racial and Homophobic incidents, including name calling, are not acceptable under any circumstance. Such incidents are to be reported to the Head Teacher or Deputy Head Teacher for logging of such incidents and CPOMS (Child Protection Online Monitoring System). These will be reported to the Governing Body in each Headteachers Report.

In addition to reprimands, help will be provided for the child/children involved to encourage empathy with the victim and to promote the development of desirable behaviour. This will be in addition to the education already in place which provides opportunities for children to understand discrimination and prejudice through PSHE.

Allegations Against Staff

Where allegations against staff are made by pupils about the behaviour of a member staff there will be a brief / initial investigation to establish the key facts by the school. Where appropriate, the allegations will be referred

to the LADO. (See Allegations Against Staff Policy). Allegations which are found to be malicious will be followed up by the Head teacher and Chair of Governors and dealt with accordingly

Bullying (See Anti-bullying Policy and Appendix 2: Definitions)

Bullying behaviours, by children, families or staff, will not be tolerated under any circumstance.

- If bullying behaviour is evident or is brought to our attention, we will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.
- In addition to reprimands, help will be provided for the bully to encourage empathy with the victim and to promote the development of desirable behaviour.

Exclusions

We do not wish to exclude any child from Archibald First School, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called [Suspension and Permanent Exclusion guidance July 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The decision to exclude is at the discretion of the Head Teacher after full circumstances have been determined. Responsibility will be delegated to a member of the senior leadership team in the absence of the Head teacher. All exclusions will be shared with the Chair of Governors and included in the termly Head teacher Report.

Recording of Behaviour Incidents

Incidents are recorded on the CPOMS systems.

- Staff record the incident factually and add clear actions that have been taken or will be taken.
- Full names will be used and there will be no abbreviations within the text.
- All children involved with the incident will be linked. The incident will be logged under the name of the person to which the incident is most significant – the perpetrator. Actions can be added by staff if events followed the first incident.
- The person recording the incident will decide whether the linked children are to be monitored or not. The monitoring box can then be checked.
- Class teachers, Key Stage Leaders, Family Support Advisor and SLT members will be alerted to the incident.
- Staff are expected to follow up on the actions and document follow up work / information collated.
- When relevant, the class teacher shall then inform the parents of all children involved, either in person, by telephone or by letter for parents who are unable to come to school.
- The Head Teacher and SLT monitor the CPOMS system; if a child's behaviour is recorded more than three times in the same term, the Head Teacher will decide what further action is to be taken.

Roles and Responsibilities

Staff

The role of staff is highlighted throughout the policy. In summary, staff are responsible for:

- Implementing the behaviour policy fairly and consistently.
- Modelling positive behavior.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents when required.

Parents (See Home School Agreement)

Parents are expected to:

- Support their child in adhering to the school rules.
- Inform the school of any changes in circumstances that may affect their child's behavior.
- Discuss any behavioural concerns with the class teacher promptly.
- Attending meetings with the head teacher if their child is placed on report.

Monitoring and Review

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Behaviour Policy regularly. The policy will be formally reviewed every 3 years by the Teaching and Learning Committee.

Date of last review: Summer 2024

Date of next review: Summer 2027

This policy should be read in conjunction with following policies:

- Allegations Against Staff
- Anti-bullying
- Equalities Statement
- Home School Agreement
- Positive Handling
- PSHE
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities

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Appendix 2: Definitions

Negative behaviour is defined as:

- Failing to follow the school rules.
- Causing disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude to learning.
- Disrespectful actions towards the school and/or people within it.

Serious poor behaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behavior.
- Possession of any prohibited items.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.