

# ***ETTINGTON C of E PRIMARY SCHOOL***

**Reviewed September 2023**



*Learning for Fullness of Life  
Trust- Respect - Love*

## **POSITIVE CHILDREN'S BEHAVIOUR POLICY 2023-2024**





**ETTINGTON C of E PRIMARY SCHOOL**  
**POSITIVE CHILDREN'S BEHAVIOUR POLICY UPDATED Annually**

*Thinking of a child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle a difficult situation encourages you to help them through their distress.*

**Introduction:**

Building on the theological concepts that God created the earth and everything in it, we provide opportunities to appreciate God's creation of the world and how EVERYONE was made in God's image (Imago Dei) and loved, valued, celebrated and represented. As a school, we aspire to live out God's plan for all to flourish. We believe in providing our children with varied opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace "Life in its fullness" (John 10:10). This policy is one of a series in the school's integrated safeguarding portfolio. Reference is also made to our Safeguarding Policy, Behaviour Policy (Code of Conduct), Safer Recruitment Policy, SEND Policy, Online safety and Complaints Policy. Our behaviour policy at Ettington Church of England Primary School is based upon a Christian Value system. We very much focus on positive reinforcement, accompanied by clear guidelines when behaviour falls below expectation. We aim to ensure that all children feel safe, secure and happy in school. Our aim is that all children live life in all fullness and that they can trust each other, respect what God has given them and ultimately love and be loved.

**Rationale:**

The high level of good behaviour we enjoy at Ettington is as a result of the positive relationships and the clear expectations for all. We consider that praise and encouragement are more effective than blame, and that children should learn to self discipline/regulate, rather than be disciplined and regulated. However, appropriate discipline and intervention will take place when it is required. We value our pupils' opinions and use the School Council as a forum for 'pupil voice'. Our current 'code of conduct' and 'behaviour policy' have been shared with council members to seek pupil opinion.

We expect good behaviour, manners, honesty, consideration and respect for each other at all times, (please refer to 'Code of Conduct', Appendix A). In the unlikely event that our expectations are not met following initial intervention we will inform the parents of the nature of the behaviour and proceed down the 'Action Steps', identified in Appendix B.

**Our aims are:**

- to provide children and adults with a spiritual, calm, happy, orderly, purposeful and secure atmosphere in which to learn, socialise and work
- to help children become self-disciplined, responsible members of society
- to increase children's awareness of and responsibility towards the needs and rights of others and to respond positively
- to ensure that every member of school feels valued

**We hope to achieve our aims by:**

- ensuring that fairness and equality exist and are practised by all
- developing home/school partnerships that clearly define codes of conduct
- ensuring that consistent strategies are applied throughout the school
- providing a balanced combination of rewards and punishments
- making procedures clear to all
- positive reinforcement of good behaviour
- publishing our policy to the wider school community

**Lunch-time and break-time behaviour**

If children cannot be successfully cared for at lunch-time because of their attitude or behaviour then parents will be asked to collect their children for the lunch-time period. A log is kept to record incidents of misbehaviour. In accordance with Appendix B 'Action Steps', parents will be informed of any inappropriate behaviour if deemed necessary.

**Rewards and Sanctions**

These are constantly revisited and revised to meet the needs of the children as well as being age appropriate. All children are aware of our code of conduct, which is shared and displayed upon every classroom wall as well as in the reception area. It is also highlighted on our website and forms part of our home school agreement. Our reward systems include; verbal praise and recognition, merits, stickers, house points, lunchtime awards and star of the week certificates. We also present special awards each term for subject areas as well as most outstanding role model and for the pupil voted exceptional for demonstrating how they have lived out our school Christian values. Sanctions range from reminders of appropriate behaviour, verbal warning, time out, loss of privilege, removal from an activity, fixed term exclusion and ultimately permanent exclusion in accordance with LA guidelines.

**Low Level Disruption**

It can be the low-level disruptions that can have a high impact on the learning atmosphere within the classroom. Typical features of this sort of behaviour include pupils:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions

- showing a lack of respect for each other and staff
- not bringing the right equipment

This behaviour is just disruptive enough to slow the pace of a lesson but not dramatic enough to draw it to a halt. At Ettington Primary School, we believe in creating a positive climate for learning. This is a responsibility shared by leaders, teachers, parents and pupils. We are uncompromising in our expectations and do not settle for low standards of behaviour. In accordance with Appendix C 'Action Steps', parents will be informed of any inappropriate behaviour if deemed necessary. In order to ensure consistency, all staff will follow the given 'Action Steps'.

### **Serious Misbehaviour**

Our system of using praise, as well as reprimands and sanctions, works for the majority of children for most of the time, helping them to develop good attitudes and standards of behaviour. If for any reason a child has not been able to respond when we put these policies into practice, significant monitoring will take place. This can take a variety of forms from: - a home/school behaviours diary involving consistent, agreed sanctions and rewards operating in both environments, thereby closing any perceived gaps and ensuring that the school and the parents are working as a team to help the child improve their behaviour; the involvement of any outside professionals deemed appropriate to identify specific need; or the ultimate sanction of excluding a child from school. We see this as very much a last resort, used rarely.

### **Exclusions**

A child would be excluded if his or her behaviour is such that it threatens the safety of others; the personal and emotional wellbeing of others; is causing a serious disruption to school life; is a serious case of disobedience to a responsible adult in school or lower level behavior but has been continuing over an extended period with no sign of improvement. Parents and children will be warned in advance that exclusion from school could be a possibility for them. We know that exclusion from school may cause inconvenience for parents but we do not see this as a measure designed to punish parents. The purpose is to bring home to the child the serious nature of their misbehaviour, and to remind the child concerned and all the other children that some kinds of behaviour are totally unacceptable in school.

We have procedures for dealing with these most serious behaviours. (See separate Dfe Exclusion Guidance which is available upon request).

We also take a serious view of behaviours such as:

- Deliberate provocation e.g. spitting, tripping etc
- Defiance, non-compliance with an adult's reasonable request
- Going into areas that are out of bounds
- Unsporting behaviour e.g. booing
- Wilful destruction of the natural environment
- Sending inappropriate emails

### **Discrimination – Racism, Homophobia, Gender/Sexism**

The school is committed to preventing discrimination of all kinds, including: racism, sexism and homophobia and all incidents are treated very seriously. The school keeps a record of all such incidents. All incidents of racism are also reported to the Local Authority at:

<https://docs.google.com/a/warwickshire.gov.uk/forms/d/e/1FAIpQLSc07vzT6i8DbHgDQma0T4NYnUihH7mOXD75fQ3T7yL5mf4pSA/viewform?c=0&w=1>.

Children are counselled if necessary and parents informed. We want children to feel confident that they can and should tell a member of staff if they are subject to a racist, homophobic or sexist act (verbal or physical). Through Collective Worship, PSHE and the wider curriculum, discrimination and tolerance are addressed and opening discussed at age appropriate levels.

### **Bullying**

The school is committed to the prevention of all types of bullying: physical, emotional, verbal and cyber bullying. (Refer to separate Anti-Bullying policy).

### **Liaison between home and school**

Liaison between home and school and good relationships between teachers and parents is always of great benefit to children, especially if a child experiences difficulty in behaving as expected in school. We believe in keeping parents well informed of any behaviour problems that a child may have and in letting them know at an early stage rather than allow more serious problems to arise, a log of all meetings with parents will be kept. Teachers have the right to have another adult present.

When we contact parents, we do this so that teachers and parents can share ideas about the most effective ways of helping that particular child; most problems are easily resolved this way. If we need to discuss unacceptable behaviour with parents, we make sure that we give them positive feedback when there are improvements.

There are sometimes periods in a child's life when his/her behaviour is adversely affected by circumstances beyond his/her control; for instance, the death of a close relative or a problem in the family. It is always helpful to us to know so that we can deal sensitively with children who may be under stress.

If parents have any concerns about their own child's behaviour we like them to tell us. Similarly, if they feel their child has experienced a problem that we don't know about or if they feel there has been a mistake in the way an incident has been handled we ask them to let us know. We try to help children with their difficulties in the fairest and best way.

We ask parents not to intervene with another parent's child and not to reprimand someone else's child directly but to see us first if they think something is the matter. Parents have a right to expect that their children will be disciplined appropriately and fairly in school by someone

whose job it is to do so. Similarly, we ask children and parents not to pursue in school problems that may have arisen in the community outside school, as we feel this puts unfair pressure on the children.

If we do hear that children have been involved in any kinds of problems on the way home or if we receive complaints about them outside of school time we will let parents know, particularly if their relationships or behaviour with other children at Ettington are likely to be affected. We are also happy to support parents who are experiencing difficulty with their children at home by discussion with the child in school or recommending consultation with other professionals, if the parents feel this would be helpful.

### **Special Needs Support for Behaviour**

Some children are diagnosed with a condition or disability or have experienced adverse childhood experiences or trauma which have affected their ability to behave in a manner that is expected for other children of the same age. Many of these children will have a SEND Pupil Profile which outlines the support required to enable the child to maintain an acceptable level of behavior.

At Ettington Primary we may have children who require a greater level of flexibility in relation to the behavior code of conduct and they may have sanctions and support which is different because of their needs.

## **(APPENDIX A)**

### **CODE OF CONDUCT**

Our Code of Conduct encourages both a moral and responsible attitude towards behaviour. All areas of school life and how pupils conduct themselves within it are embedded in the following statements:

#### **RESPECT**

- |          |  |
|----------|--|
| <b>R</b> | <b>Responsible</b> in all we do                                    |
| <b>E</b> | <b>Encourage</b> each other  |
| <b>S</b> | <b>Safe</b> work and play  |
| <b>P</b> | <b>Polite</b> and considerate to everyone                          |
| <b>E</b> | <b>Enjoy</b> being an 'active learner'                             |
| <b>C</b> | <b>Challenge</b> and celebrate our efforts                         |
| <b>T</b> | <b>Trust</b> each other and tell a member of staff if I am worried |

## **(APPENDIX B)**

### **STAFF PROCEDURES FOR ADDRESSING UNACCEPTABLE BEHAVIOUR**

1. All incidences of inappropriate or unacceptable behaviour are reported directly to the appropriate CLASS TEACHER. The class teacher investigates and follows the policy procedures. The Headteacher and relevant Senior Leaders are informed via the class teacher or another member of staff if applicable.

#### **Examples of inappropriate or unacceptable behaviour include:-**

- Fighting and unwanted rough play
  - Swearing or inappropriate language
  - Deliberate provocation e.g. spitting, tripping, inappropriate grabbing
  - Defiance, noncompliance with an adult's reasonable request
  - Going into areas that are out of bounds
  - Unsporting behaviour e.g. booing
  - Wilful destruction of the natural environment.
  - Sending inappropriate emails
  - Repetitive displays of dis-respect to peers and/or adults
2. Children will be listened to and spoken to individually by their class teacher and their comments noted. Most incidents will be resolved at this time using sanctions for consequences and including a reminder of our school vision and 'Code of Conduct'.

#### **Sanctions may include:-**

- Acknowledging our 'code of conduct'
  - Apologising for behaviour
  - Loss of privileges, e.g. break time, golden time, etc.
  - Removal from clubs or lessons if relevant
  - Daily behaviour card to record subsequent behaviour
  - Meeting between pupil, parent and member of staff (including, where necessary, the Headteacher).
  - Temporary suspension
  - Exclusion
3. Parents will be informed via a 'courtesy letter' to ensure you are kept informed of your child's behaviour at school in the unlikely event that it may fall below your expectations.



4. Should a child receive a number of warnings and a number of behavioural letters have been sent home in a short space of time (as noted in point 3), or should the incident be extreme, then parents will be called and/or invited into school to discuss the issue directly and ascertain most appropriate next steps.
5. Records are kept:- Number of letters sent home, incident logged on our centralised behaviour log - CPOMS

## (Appendix C)

### Low Level Disruption Action Steps

#### Catch Them Being Good

When teachers give a clear direction to pupils they always make a conscious effort to praise those pupils who choose to follow the direction. They consciously set out to create a positive climate in their classroom by using the key strategy of ***Catch Them Being Good***

#### Use Positive Cueing

Acknowledging the positive choices of a pupil who is sitting near your targeted (off task) pupil can frequently cue in the targeted pupil. The closer proximity of the praised child to the targeted the more successful this strategy is likely to be.

#### Refocusing with Questions

Casual questioning can be a powerful tool in the repertoire of the effective teacher. They can be used to refocus a pupil's attention onto the task in hand without giving unnecessary attention to the inappropriate behaviour.

#### Example:

The teacher gently approaches the child (or group of children), paying no attention to the inappropriate choices being made and simply asks a gently re-directive question:

*How's it going? Do you need any help?*

*Charlie, is there something you need help with?*

*Sue, do you need me to look through the work you've done so far?*

The teacher then leaves the child refocused on the work with an expectation for continued compliance:

*I'll be back in a moment to see how you're getting on.*

#### Private Repeating of Directions

Simply giving the child a *brief*, private direction followed by "waiting time" (not expecting instant compliance but allowing a few seconds for the student to modify their behaviour) can be extremely effective. It is particularly effective with those children who respond with poor choices if they are publicly reprimanded.

The teacher notices that Mark has stopped focussing on his maths work. The teacher quietly moves over to his side and says:

*Mark, I need you to go back to answering these questions.*

The teacher then moves away to give him some waiting time. During this time, the teacher is praising those students who are making good choices. As soon as the teacher notices Mark beginning to move back on task they praise his efforts.

### **Step 1 – Giving a Rule Reminder**

Giving a private, assertive reminder of the classroom expectation / code can be a very effective strategy for children who continue to choose inappropriate behaviour.

By referring to your expectation / code you are, to a certain extent, depersonalising the discipline transaction. You can remove the “because I say so” element that many students take as an opportunity to escalate a challenge further.

### **Step 2 – Give a Clear Choice**

Articulating the consequences of continued, inappropriate choices puts the focus of control with the child. Equally, it dramatically reduces the “because I say so” element in the discipline transaction.

The teacher notices that Sharon is out of her seat again and chatting with her friend.

*Sharon, I need you to choose to go back to your seat and get on with your work. If you choose not to then you will be choosing to sit separately for 5 minutes.”*

### **Step 3 – Giving “Time Out” Time**

Moving a student to a different seat for a set period of time can be very effective, especially if given as a choice.

*Neil, you have chosen to work away from the others for 5 minutes. Go to the front seat now thanks.*

After Neil has completed his time out the teacher repairs and rebuilds the relationship by saying:


*Do you want to choose to go back to your seat now or would you find it easier to stay where you are?*

### **Step 4 – Exit**

If the child continues to significantly prevent you from teaching and/or other children from learning, it is appropriate that they be exited from the classroom. They can be removed to a Senior Leader’s classroom for an appropriate period of time. Following this step, a conversation with the child’s parent / carer is required. The Class teacher is responsible for arranging this. A member of the Senior Leadership may attend this meeting if it is deemed necessary.

## Using P.A.C.E to De-escalate Behaviour and Anxiety

<b>P</b>	<b>Playfulness</b>	<p>This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.</p>	
<b>A</b>	<b>Acceptance</b>	<p>Unconditional acceptance is at the core of the child's sense of safety.</p> <p>Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply <i>is</i>; it is not <i>right</i> or <i>wrong</i>.</p>	
<b>C</b>	<b>Curiosity</b>	<p>Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.</p>	

E	Empathy	<p>Empathy lets the child feel <i>the adult's</i> compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.</p>	
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