
Croughton All Saints CE Primary School

Behavior Policy

January 2024



Be Ready, Be Respectful, Be Safe – To believe, achieve, succeed together’.

This is firmly rooted in Christian values. We look to Jesus as our guiding light. He inspires us to live out our Christian values and strive for excellence in all we do; celebrating life in all its fullness. Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.

Reviewed by	Approved by	Date Approved	Next Review Date
S.Smith Headteacher and all staff	FGB	January 2024	January 2026

Croughton All Saints CE Primary School

Positive Behaviour Policy

Positive Behaviour Policy Rationale:

This document will be an aid to:

- Continuity of approach across the school
- New members of staff as they join the school
- School Parents and Governors
- Introduce Croughton All Saints Primary School approach to behaviour in a positive manner, which establishes mutual respect and places an emphasis on pupils taking responsibility for their behaviour and working restoratively to put things right.
- The rules by which the school operates, which are designed to ensure a safe and secure environment, respect for people and property, the efficient and smooth running of the school and high standards of behaviour and attendance.

Aims and Aspirations:

Our aim is to create an environment where pupils work purposefully to believe, achieve, and succeed together. We believe that for this to be conducive our behaviour policy needs to reflect our *'values driven'* approach. An approach where relationships, based on mutual dignity, respect and tolerance, are vital for success.

How it works – 'The Croughton Way'

Discipline within the school is based on making expectations clear to all pupils, being fair and consistent, listening to each other and addressing any issues as they arise. Our *Christian Values* underpin everything we do to ensure that pupils gain a greater understanding of the impact of their actions whether they are positive or negative. All staff have a contribution to make in this area. Matters of attitude and behaviour are not somebody else's concern; they are everybody's business. All pupils are expected to behave in a way which is respectful of others, their belongings, and the school environment. Care, courtesy, and consideration are underpinning elements of the school ethos linking closely to our termly school values.

There are a brief set of three simple rules which are made known to pupils when they come to the school and to which they should comply.



Ready Respectful Safe

1. Be ready
2. Be respectful (with manners and kindness)
3. Be safe



To Believe, Achieve, Succeed Together

To believe achieve succeed together

A consistent approach to enforcing these rules will be adopted by all staff. In doing this our main aim is to create:

- A safe caring environment with *Christian Values* at its core
- An effective teaching and learning environment where every child is enabled to succeed
- A greater commitment by everyone to taking the time to talk and listen to one another
- A reduction in bullying and a greater emphasis on empathy and the impact of our behaviours on others
- A greater awareness of the importance of relationships to young people and the need to belong and feel valued by peers and significant adults
 - Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect young people by giving all staff the appropriate tools to support unwanted behaviour choices
- Rewards for all pupils for their positive contributions to the school
- Encouragement for good behaviour and self-respect in our pupils always

- Promotion of self-discipline among pupils whereby they are given opportunities to take responsibility for their own behaviour and the impact they have upon the school community

What does 'The Croughton Way' look like in action?

1. **Be ready** (to learn) e.g.
 "Thank you ... you are ready to learn by starting your writing."
 "I can see you are not ready yet, I will be over in a minute to help you."
2. **Be respectful to everyone everywhere** e.g.
 "Wonderful walking - that's showing respect, thank you."
3. **Be safe** e.g.
 not swinging on chairs – "I need you to keep your chair legs on the floor – Thank you." (not please – it is a request you expect to be complied with)

Teachers develop 'Wonderful walking' in a way which is appropriate for their class. The expectations are the same but the way children travel around the school may look slightly different. However, they will all show respect for each other, walk quietly and safely avoiding time wasting in the process. This rule also means we maximise time spent learning with less time wasted travelling to the hall for assembly, or going to lunch.

We measure progress in other areas of learning so we need to do the same for behaviour.

How do we do this?

By stretching behaviours with recognition. All staff praise children using the language of the three rules. This reinforces the rules by constantly referring to them but also focuses on the positive not the negative. "Thank you for being safe by wonderful walking." (not saying STOP RUNNING)

Children who behave well most of the time also need recognition and praise throughout the day to grow their behaviour. These children act as role models across the whole school.

Connections before corrections

Our simple rules also make sure we check in with children regularly throughout the school day.

Checking in and out with children builds on our belief that connection before correction is an effective way to manage behaviour at our school. We believe there is usually a reason why a child has behaved in a certain way.

Our behaviour policy ensures that these aims are consistent across the school and behaviour is carefully monitored with open communication and celebration between parents, carers, and school. Working together to create a community is at the heart of what we do with celebration assemblies and regular parent / teacher communication and contact. We believe in celebrating the success of our pupils and when inappropriate behaviour choices do arise we believe in timely intervention and discussion between home and school to best support the individual needs of the pupils. Through our values driven approach we will challenge and record discriminatory attitudes, behaviour and language and we will actively promote acceptance of diversity and inclusion.

We believe that:

- Pupils who feel that they are undervalued and unable to achieve are more likely to express their feelings through inappropriate behaviour
- Pupils who are given opportunities to succeed and have their achievements recognised and rewarded through praise tend to behave appropriately
- When pupils are treated inconsistently, they become confused and are often unable to distinguish between appropriate and inappropriate behaviour
- Pupils who are treated in a consistently positive way are more likely to behave in a positive manner

- If the ethos of the school is positive and there is a culture of mutual respect, this will lead to pupils behaving appropriately and achieving higher standards of learning

Restorative Approaches

Croughton All Saints Primary School uses behaviour approaches based on restorative principles; these encourage an environment which promotes: mutual respect, the development of good relationships, and the need to take responsibility for own behaviour choices. Sanctions may be given for inappropriate or unwanted behaviour choices. However, they are given through working together in a restorative way to identify agreed outcomes. Restorative Approaches are inspired by the philosophy and practices of Restorative Justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Key values create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment, and emotional articulacy. Key skills include active listening, facilitating dialogue and problem solving, listening to and expressing emotion, and empowering others to take ownership of the impact they can have upon our community.

We also have adopted an approach using numbers 1-5 which offers the pupil verbal/visual indicators that behaviour is unacceptable with a time out/in for continued/repeated inappropriate behaviour choices. This allows the child thinking time to then be ready to approach a **restorative enquiry**.

Restorative processes and practices

We follow restorative processes and practices within our school including:

- Restorative enquiry - **Looking at *What has happened, Who has been affected and How we can put it right?*** This is the starting point for all restorative processes involving active non-judgmental listening. The process can be used with one person to help them reflect on a situation and find ways forward for themselves or a group of people after an incident of inappropriate behaviour.
- Circle Time/PSHE Discussion – this is for team building and problem solving as well as teaching and learning, enables a group to get to know each other and develop mutual respect, trust, and concern. It helps a class to form as a community and enables everyone to feel valued and included. It is an important part of the way in which we promote our behaviour approach to the pupils.
- Restorative Pedagogy; teachers modelling values and skills and creating opportunities for their development amongst the pupils whatever the subject being taught.

Rewards

As well as a clear and consistent approach to behaviour using The Croughton Way, our behaviour policy also includes our approach to rewards and promoting positive behaviour choices. We champion positive reinforcement through connection and encourage all staff to offer plenty of praise and support for all pupils. We believe that every child can be celebrated and reach success. Running with this approach is our House Points system. Every child's house points are recorded using the online system called *Class Dojo*. We assess our children against a set of expected behaviours which are agreed by staff at the start of each year. Gems in a jar also reward pupils for demonstrating our Christian values in action. Collectively, a whole school reward is given when the large jar is overflowing. Recognition is both in class and in whole school assemblies.

Strategies for Reinforcing Good Behaviour in the classroom

For pupils to succeed in school their needs must be met. We promote this in our classrooms through:

- Ensuring that work is suitably prepared, including differentiated work and extension tasks for those pupils who need it
- Our classrooms are set out appropriately, with no mess or clutter, and that all teaching materials and equipment are ready for use

- At the beginning of each academic year the class teacher, support staff and pupils should draw up a list of 'behaviours we like to see' which are on display in the classroom and referred to regularly
- We ensure that children are greeted positively and have a chance to start the day right
- Positive reinforcement highlights pupils who are presenting the behaviours we expect to see
- Regular formative marking of work celebrating the success of all pupils
- Achievable targets and differentiated work with appropriate challenge for all
- Making good use of group discussion time for daily reflection and celebration as a class and community
- Good teacher/pupil/parent relationships, contacting home with both positive messages as well as concerns around behaviour
- Teachers and support staff supporting each other and working as an effective team.

Strategies for Reinforcing Good Behaviour in and Around the School

- Clear and agreed procedures which operate before school starts, at break times and lunchtimes and at the end of the day
- Shared responsibility for the wellbeing of all pupils in the school
- Celebration Assembly every Friday
- Regular parent meetings, open evenings, opportunities for parents to come into school
- Emphasis on Christian Values and a deep sense of community

Strategies for Reinforcing Good Behaviour during Lunchtimes

When in the dining hall we expect:

- Pupils to approach the hall quietly
- Pupils to enter the hall and take their seats sensibly and wait for a lunch time supervisor to call them to line up
- All meals to be consumed at a table and with good table manners.
- Pupils to behave in a respectful way to one another and the staff on duty
- Lunchtime supervisors to follow the school's restorative approaches and treat the pupils with respect and understanding
- Pupils showing support and understanding to one another particularly with the older pupils supporting the younger
- Pupils who present inappropriate behaviour at lunchtime will take part in a restorative intervention.

General expectation for behaviour in school

- Pupils will come to school on time, in school uniform and with a positive attitude to work
- When pupils enter or leave school, it is done in a quiet and orderly fashion. This also applies when using the cloakrooms
- Pupils to walk around the school showing consideration for others
- During break-times, pupils are expected to be in the playground and not inside unless they have the appropriate colour band. In the case of wet weather, they will be guided towards a wet lunch activity on offer
- The pupils to take pride in their school, and to respect the whole school including the grounds
- Rough or potentially dangerous play will not be permitted
- Staff will challenge inappropriate physical behaviours such as grabbing genitalia, smacking bottoms, not accepting it is 'part of growing up' or 'boys being boys'
- Staff will not accept name calling, sexualised language and songs as 'banter' or just having a laugh'.

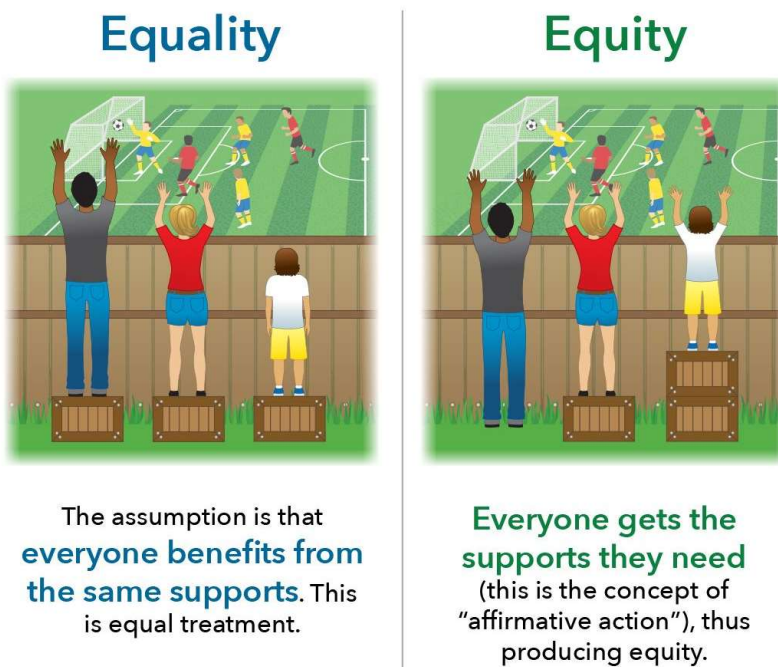
Strategies for coping with Unacceptable Behaviour in the classroom

- Remind pupils of expected behaviour using The Croughton Way rules
- Use restorative enquiry
- Model the behaviour you expect
- Describe the effects of the behaviour rather than the behaviour itself
- Positively recognise and praise those who are behaving appropriately
- Use choice and consequence language
- Follow the protocol of **1-5**
- Be clear and consistent if needing to use a 'time out/in' and make sure the child understands why they have a time out and for how long for, (time out is recorded and reported to the office for monitoring purposes)
- A pupil stands with a member of staff for time out/in if at break or lunch
- Time out inside is given in a designated area chosen by the class teacher
- After this time allow for restorative enquiry to discuss what has happened, who has been affected and how we can move forward and put it right
- If persistently being needed (e.g. 2-3 times) the staff will contact a senior member of staff to further discuss and intervene.
- Should this not be supporting adequately we will contact parents.
- School will monitor possible triggers
- Behaviours of note are recorded on My Concern to track and monitor.

Equity

Equity in education is defined as personal or social circumstances, that are not obstacles to achieving educational potential. While equality means treating every student the same, equity means making sure every student has the support they need to be successful. Education is not a one size fits all. This is the same for our behaviour policy.

Therefore when appropriate we seek to adopt suitable actions for each individual pupil rather blanket with set procedures for all. Whilst we promote our fundamental beliefs to all and strive for everyone to achieve this, this is not always possible and suitable steps will be taken according to need and individual circumstance.



Behaviour Levels

Before counting, the adult will give one reminder then a warning that the pupil needs to think about the choices they are making and allow processing time. The adult will remind the pupil of the expected behaviour. If the behaviour is not modified, the adult start to count.

Count	Behaviours	Consequence
1	<ul style="list-style-type: none"> • Interrupting/calling out • Inappropriate distraction for others • Rudeness • Not showing wonderful walking 	Count given after two reminders.
2	<ul style="list-style-type: none"> • Inappropriate gestures • Disrespectful attitude/answering back • Name calling • Using bad language (not at someone) • Toy fighting • Misuse of school equipment • Being in the wrong place around school 	Count of 2 given and a reminder that 3 is time in with an adult at next break time.
3	<ul style="list-style-type: none"> • Accumulation of 1 & 2 • Refusal to follow instructions • Making threats • Invading someone's personal space • Bad language (directed at someone) 	<p>Name recorded on tracking sheet.</p> <p>Time in with an adult for age appropriate time (age 10 is 10 minutes)</p> <p>May be asked to complete a 'think sheet'.</p> <p>Two-time ins in a week, the HT intervenes.</p> <p>Three-time ins and the parents are spoken to by the HT to investigate further.</p> <p>ABC chart will be used to monitor possible triggers.</p>
Higher Order Behaviour Incidents		
4	<ul style="list-style-type: none"> • Accumulation of 1, 2 & 3 incidents • Throwing things • Being unsafe to myself or others • Arguing with staff • Hurting someone deliberately • Real fighting 	<p>Name recorded on tracking sheet.</p> <p>Teacher contacts parents via email or telephone.</p> <p>Incident recorded in a letter to parents.</p> <p>Parent meeting arranged with class teacher.</p> <p>May be asked to complete a 'think sheet'.</p>
5	<ul style="list-style-type: none"> • Assault • Swearing with intent • Carrying objects as a weapon • Attempting to get out of the school grounds • Serious damage to property 	<p>Name recorded on a tracking sheet.</p> <p>Headteacher/SLT involvement.</p> <p>May be asked to complete a 'think sheet'.</p>

		Contact made with parents immediately. Inform Governing Body. Consider suspension or exclusion.
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Persistent poor behaviour

Where a pupil continues to exhibit complex behaviour over a period of time, which is disruptive to the learning environment, then the following procedure is put into place. This will not be a quick fix, but a process which needs the commitment from all involved. Behaviours such as these are recorded on My Concern.

- Class teacher obtains as much information to build a picture about the child from colleagues, school records, SENDCo and SLT.
- Class teacher will keep a dated record of the incidents, including positive strategies and methods used to modify and or control behaviour. A behaviour chart, reward chart as appropriate to the pupil.
- Behaviour observation records (template given to all staff) may be collated by adult working with the pupil in a variety of settings, which are used to inform target setting. The parents will be informed to ask for their support and encouragement.
- Where progress is limited, an Individual Behaviour Plan is initiated with the SENDCo. The plan is shared with pupil and parents.
- A pupil behaviour chart may be completed on a daily basis showing the behaviour targets and progress.
- The SENDCo may suggest assessment/recording procedures which may be carried out.
- Although the Headteacher will already have knowledge of the concerns, if concerns are not being resolved, there will be weekly progress meetings between the HT, SENDCo, parent and class teacher.
- The SENDCo may seek external support from the local authority behaviour support services.
- The formal recording of Special Educational Needs may be necessary, leading to an assessment from outside agencies: The Locality Team, Social Worker, EWO, EP, School Nurse or GP.

An extreme sanction is the suspension or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour. Set procedures and policy must be followed very carefully should such an action be considered.

