

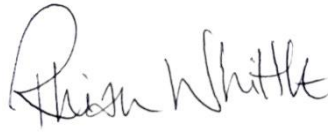
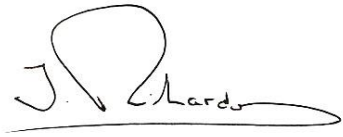
# Archdeacon Griffiths CiW School



## Behaviour Policy

### Our Rules

*Be Ready, Be Respectful, Be Responsible, Be Safe*

Date	April 2025
Review Date	April 2026
Headteacher	
Chair of Governors	

## **Introduction**

At Archdeacon Griffiths CiW School, we want to create an environment that is safe, where everyone feels respected and where children come into each lesson ready to engage in learning.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviours will we be able to achieve an environment in which children can learn and develop as caring and responsible individuals.

This policy outlines the underlying philosophy, purpose and management of pupil behaviour at Archdeacon Griffiths. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

### **1. Our Core Beliefs**

- Behaviour can change and every child can be successful
- Positive, targeted praise is more likely to change behaviour than reprimands and punishments.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

### **2. Aims**

Through this policy we aim to:

- Ensure a consistent and calm approach and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.

- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, at every opportunity, we aim to:

- Teach specific social skills, e.g. sharing, turn taking, listening to each other etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

### 3. Behaviour for Learning

Our rules are based on the work of Paul Dix and his book '*When the adults change, everything changes*'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has four simple rules: **Be Ready, Be Respectful, Be Responsible and Be Safe**; which are displayed in each classroom and are modelled by all members of our school community.

### 4. Roles and Responsibilities

*'The culture is set by the way the adults behave.'* Paul Dix, 2017

All adults in school are responsible for consistent reinforcement of the behaviour policy. Senior Leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's behaviour

policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

### All staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful, B Responsible and Be Safe'.
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations.
- Be calm when going through the **Behaviour Pathway**.
- Never ignore or walk past children who are behaving badly.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.

## 5. Rewards

Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and verbal feedback.

Specific rewards include:

- Verbal Praise
- Stickers
- House points
- Star of the week (plus 5 house points) awarded in Celebration Collective Worship on Fridays
- Head Teacher Award (plus 5 house points) for exceptional effort

## 6. Behaviour and Consequences

The consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour and not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Staff should always use a measured, gentle approach, referring to the

child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time'. Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

### Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair

- **(1) Reminder** - of the rules and the 3 step routine, delivered privately.
- **(2) Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues, e.g. having time out. Use phrase "think carefully about your next step."
- **(3) Last chance** - (includes a **2 minute "inconvenience"** after class). Speak to the child in private, give him/her a final opportunity to engage. (See Appendix 1: Behaviour Pathway. The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed, reduced or substituted.
- **Time out** - If the child hasn't engaged after the 3 step routine above, he/she needs a 5 minute time out. This allows the child to think about their behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime or a more formal meeting (See Appendix 2. Restorative questions).

### Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of the SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. (See Appendix 2. Restorative questions).

### Persistent Poor Behaviour

Repeated poor behaviour (more than one Time Out and Restorative Conversation in a day) will result in moving to 'Level 2'. This results in an additional Restorative

Conversation with a member of the Senior Leadership Team, parents being notified and the behaviour recorded on the School System.

As a school, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers will work in conjunction with parents/carers, SLT and the ALNCo to devise a support plan.

### **Uncompleted Work**

Any work which is not completed due to poor behaviour choices, will be sent home with an 'uncompleted work' slip, to be completed by the next day. If this does not happen it will be completed in school at break time or lunch time. We hope that all parents will work in partnership with us.

## **7. Serious Behaviour Incidents (Level 3)**

Level 3 behaviours include:

- Violence (deliberately causing significant harm to others, threatening the safety of others)
- Persistent teasing or bullying behaviour
- Spitting
- Theft
- Racism
- Homophobia
- Behaviour on trips that endangers others
- Behaviour that brings the school into disrepute

Any of these behaviours will result in an instant Time Out, as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

## **8. ALN Pupils**

The procedure for dealing with ALN pupils with specific behavioural difficulties may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IDP.

## **9. Support Agencies**

If behavioural difficulties continue the Headteacher, SLT and ALNCo will become involved. The advice and input of outside agencies will be sought as necessary.

## **10. Exclusions**

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all our children to ensure that they are able to access education.

In exceptional circumstances, it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally, and a child may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

**APPENDIX 1: BEHAVIOUR PATHWAY**

Our Rules at Archdeacon Griffiths VA CiW Primary School		
<p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>Be ready and equipped to learn, embrace new experiences and do what you can with effort and pride</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>Be respectful to all staff, pupils and visitors; talk, listen and feel connected</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>Be responsible for your behaviour, actions and belongings as well as school property</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>Keep yourself and others happy and safe</li> </ul>		
Rewards		
<ul style="list-style-type: none"> <li>Verbal Praise</li> <li>Stickers</li> <li>House points</li> <li>Star of the week (plus 5 house points) awarded in Celebration Collective Worship on Fridays</li> <li>Head Teacher Award (plus 5 house points) for exceptional effort</li> </ul>		
Level One	Level Two	Level Three
Misbehaviour that can be effectively managed within a classroom, hall or playground.	Misbehaviour that is not easily managed within the classroom, hall or playground. Notify and inform class teacher, Senior Leadership team and parents	Misbehaviour, which results in formal involvement of the Senior Leadership team, parents and possible outside agencies, or persistent level 1 and 2 behaviour.
Examples of Behaviour	Examples of Behaviour	Examples of Behaviour
<ul style="list-style-type: none"> <li>Rough play</li> <li>Distracting others</li> <li>Poor quality of work - no effort</li> <li>Throwing items</li> <li>Name calling</li> <li>Shouting out / chatting / talking</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour causing risk to self</li> <li>Swearing</li> <li>Being defiant and refusing to cooperate with staff</li> <li>Deliberate damage to property</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Spitting</li> <li>Theft</li> <li>Racism</li> <li>Homophobia</li> <li>Deliberate causing significant harm to others</li> </ul>

<ul style="list-style-type: none"> <li>• Lack of concentration</li> <li>• Rudeness towards an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving classroom without permission</li> <li>• Rough behaviour that hurts someone (bite, kick, punch etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour on trips that endangers others</li> <li>• Behaviour that brings the school into disrepute</li> <li>• Threatening the safety of others</li> <li>• Persistent level 1 and 2 behaviour.</li> </ul>
Consequences	Consequences	Consequences
<ol style="list-style-type: none"> <li>1. <b>Reminder of the Rules</b> (be ready, be respectful, be responsible, be safe)</li> <li>2. <b>Caution:</b> "Think carefully about your next step..."</li> <li>3. <b>Last chance:</b> "I've noticed that..., remember when you made the right choice, how did that make you feel? I expect you to..., thank you for listening."</li> <li>4. <b>Time Out</b> - in class or on chair in corridor. 5 minutes.</li> <li>5. <b>Restorative conversation</b> - 5 minutes.</li> </ol> <p><i>Persistent Level 1 behaviour will result in moving to level 2</i></p>	<ul style="list-style-type: none"> <li>• Missed playtime</li> <li>• Loss of privileges such as school trips</li> <li>• Removal from an activity</li> <li>• Increased time out of class</li> <li>• Behaviour report and strategies shared with parents</li> <li>• Recorded behaviour onto school system</li> </ul> <p><i>Persistent Level 2 behaviour will result in moving to level 3</i></p>	<ul style="list-style-type: none"> <li>• Internal seclusion</li> <li>• Formal meeting with parents</li> <li>• Fixed term suspension</li> <li>• Removal from trip/residential</li> <li>• Recorded behaviour onto school system</li> <li>• Behaviour Support Plan</li> <li>• Behaviour Consultation and advice sought from county</li> <li>• Permanent exclusion</li> </ul>

## **APPENDIX 2. RESTORATIVE QUESTIONS**

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions?
5. How were they affected?
6. What needs to be done to make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

**APPENDIX 3: RIGHTS AND RESPONSIBILITIES**

<b>Pupils' Rights</b>	<b>Pupils' Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with consideration and respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take responsibility for their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
<b>Staff Rights</b>	<b>Staff Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues.</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment in which all children can learn.</li> <li>• To treat pupils with consistency and respect at all times.</li> <li>• To foster good relationships, leading by example.</li> <li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>• To work as a team, supporting and encouraging each other.</li> </ul>
<b>Parents' Rights</b>	<b>Parents' Responsibilities</b>
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> <li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>• Ensure children attend regularly and on time.</li> <li>• Be aware of the strategies of the school and reinforce these at home.</li> <li>• Promote good behaviour, politeness, courtesy and consideration for others.</li> <li>• Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>

