

Antingham and Southrepps Primary School and Nursery Promoting Positive Behaviour and Conduct Policy



Our Vision

To ensure everyone in the Antingham and Southrepps Community empowers children to make a positive future contribution to society by prioritising learning and teaching. We want all children to enjoy learning, aim high and achieve personal goals in everything they do. We want our children to return home at the end of each day happy, inspired and knowing they gave **100% EFFORT**.

Our behaviour is based on **EFFORT**. We recognise, acknowledge and praise individual effort. For us, **effort**, rather than achievement, is the most important quality a child can demonstrate. High quality behaviour is underpinned by relationships, engaging learning and positive recognition for effort. Good behaviour and self-discipline have clear links to effective learning. Behaviour is always met with compassion, never anger, threat or assumption.

Our 4 School R's:

1. **Ready** to learn
2. **Respectful** of everyone and everything
3. **Responsible** and safe behaviour
4. **Reading** everyday

Ready

- We arrive at school on time, every time.
- We wear our uniform with pride and have the right clothes for PE and when playing outdoors.
- We make sure we take part fully in all lessons.
- We show resilience, determination and 100% effort.
- We never take a learning opportunity away from another person.

Respectful

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after equipment and share it.
- We look after our environment and never drop litter.
- We line up sensibly in the dining hall and always tidy our table before we leave.
- We line up sensibly for assembly, playtimes and lunchtimes.

Responsible

- We are all responsible for our actions and choices.
- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school, we do not run.
- We know who to go to for help and support so we always feel safe and able to learn.
- We stay safe online and outside of school.

Reading

- *“Reading is the gateway skill that makes all other learning possible”.*
- *“The more that you read, the more things you will know. The more that you know, the more places you’ll go”.*
- We read every day in school and a minimum of 4 times a week at home.
- We value reading and understand the importance of being able to read fluently and the learning opportunities and enjoyment that come from books and reading.
- We treat books with care and respect at all times.

All staff will:

1. Meet and greet children on the playground and at the door of their classrooms.
2. Refer to Ready, Respectful, Responsible and Reading for how we do things at Antingham and Southrepps.
3. Model positive behaviours and build strong and nurturing relationships.
4. Plan lessons that engage, challenge, excite, inspire and meet the needs of all children.
5. Be consistent in their approach to behaviour.
6. Be calm and give ‘take up time ‘when going through the behaviour pathway.
7. Prevent before sanctions – staff will work hard to prevent off-task behaviour and use the yellow, amber and red card system to provide children with the opportunity to turn behaviour around prior to escalating the behaviour steps.
8. Follow up every time, retain ownership and engage in reflective dialogue with children.*
9. Never ignore or walk past children who are behaving badly.
10. Recognise that every lessons begins a new page and will always think:
 - Next lesson I’ll start again and I’ll move on.
 - I’ll consider new strategies.
 - It will be a fresh start.
 - I won’t bear a grudge because I am the adult and the teacher, and they are a child.

*** PIP & RIP: Praise in Public; Reflect, Restore in Private**

Behaviours we are looking for:

Marvellous Manners – please and thank you, holding doors open for others, asking how others are

Amazing Attitude – resilience, determination, team work, compassion, cooperation

Wonderful Walking – we do not run in our school

Excellent Effort – 100% effort

Super Stopping, Looking and Listening – I follow the instructions given to me straight away

Behaviours we expect to see

- Being Ready, Respectful, Responsible and Reading.
- Co-operating with others and not blaming others for your actions or choices.
- Showing great listening skills.
- Following adult instructions first time, every time.
- Being polite and respectful, we do not argue nor answer back.
- Trying your best and giving 100% effort.
- Wearing your school uniform with pride and looking smart.
- Making positive contributions towards learning.

- Reading at least 4 times per week at home and every day in school.
- Consistently being a role model to other children.
- Being an independent learner.
- Not giving up – being resilient and determined!
- Being a reflective learner by always thinking about how you can improve.
- Consistently going above and beyond the expected standard of behaviour.
- Leading by example and encouraging others.
- Helping others – both children and adults.

During Lunchtimes and Playtimes staff will:

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know them.
- If a child **tells**, listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking any action.
- Ensure that all children have a chance to speak and put their point of view forward.
- Decide on the course of action, using the *Key Steps and Actions* behaviour system below

Our Lunchtime and Playtime Expectations

1. Be considerate and cooperative with others.
2. Use kind words.
3. Share space with others.
4. Follow the rules of the game and be a good sport.
5. Put rubbish in the bin.
6. Respond straight away to the instruction given.

Key steps and actions in tackling behaviour

1. **Setting General Expectations** – Ready, Respectful, Responsible & Reading – ensure all children are following our expected behaviour. Set clear and high expectations regarding work, attractive and neat classrooms, well planned seating plan, quick and easy access to equipment, clear labelling, room to move, plenty of equipment, careful catering for mixed ability.
2. **Promote and reward positive behaviour that we expect to see.**
3. **Redirection** – a gentle encouragement, a nudge in the right direction. Non-verbal cues, a change in seating arrangement, an acknowledgement of any negative behaviour, defusing potential conflict. The focus must be on returning to learning.
4. **Disappointment Queues** – emphasise choices made, re-engage the child in learning/playing, provide two choices maximum. The focus must be on returning to learning.
5. **Reminder** – a reminder of the expectations (Ready, Respectful, Responsible) delivered privately. Repeat reminder if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The focus must be on returning to learning.
6. **Caution** – a clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Allow the child to make the right choice before escalation. The focus must be on returning to learning.

7. **Use of the behaviour card pathway** – the class teacher will issue a card respective of the behaviour being demonstrated. At each stage children can correct their attitude. The emphasis is on the child to correct their behaviour before the teacher escalates the card system.
8. **Reparation** – a restorative meeting or phone call home should take place within 24 hours. This is to inform parents of any behaviour concerns and build positive relationships to tackle concerning behaviours. Senior leaders will contact parents if the behaviour is continually repeated.
9. **Formal** – a meeting with the Headteacher, class teacher and parents/carers to agree a behaviour plan. This plan will be monitored over the course of two to three weeks.

Unacceptable Behaviour

The following behaviour is regarded as completely unacceptable and will result in serious action:

- Verbal and physical abuse to staff and others.
- Swearing is not tolerated.
- Racism is not tolerated.
- Bullying (including cyberbullying in any form which takes place both in and out of school).
- Damage to property with intent.
- Rudeness, disrespect and the ignoring of any instructions given by an adult.
- Stopping someone from learning or from feeling safe and being able to learn.

Restorative Practice

We want our children to understand that there are always consequences to their actions, therefore we have both positive and negative consequences, according to our behaviour choices.

If a child makes a negative choice about their behaviour, they will have some reflection time where they will be supported to think about their actions, how this affected others, and how they can make better choices next time. Children will always be shown the school charter for expected behaviour, and this will allow them to make the right choice. If the behaviour of a child deteriorates, then a teacher will use the yellow, amber and red card pathway.

30 Second Intervention Script

This is to be used when there has been a sudden change in tone, effort or attitude and before the behaviour becomes escalated or the child becomes distressed. The idea is, this is a quick 30 second intervention conversation side by side with the child in the classroom.

<i>I noticed you are (identify the behaviour)</i>
<i>You broke our rule about (connect the behaviour to the rule)</i>
<i>You have chosen to.....(map out the consequence)</i>
<i>Do you remember last week/yesterday/5 minutes ago when you did brilliantly? That is what I need to see from you today. (refer back and reframe)</i>
<i>Thank you for listening. (Walk away and don't look back, allowing the child some take up time)</i>

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Working with Parents and Carers

Parents and carers play a big part in ensuring their children are responsible for their own behaviour in school. We ask that all parents and carers respect and support our positive behaviour and conduct policy alongside the decisions made by the school staff. Parents and carers can do this by:

- Building school life into a natural routine at home.
- Ensuring your child is at school on time, appropriately dressed, rested, and equipped.

- Encouraging your child to adhere to school rules and procedures and even using some of these at home, if/when needed.

We ask parents to work with the school to support their child's learning, which includes informing the school of any special education needs, medical conditions or needs or personal factors which may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any behaviour plans put in place.

Our Rewards

Our rewards (alongside our sanctions) are a whole school approach. They are inclusive and attainable for all children and not intended just for the selected few. Rewards will normally be public praise for great behaviour, effort or recognition of quality of work. A reward will never be taken away from a child. Our rewards are:

- Your name on the hall recognition board.
- Your name on the lunchtime recognition board (located in the dining hall).
- Teacher praise! Both public and private (for some children private praise is often more effective than a public reward and we recognise this)
- An invitation to have Hot Chocolate Friday with the Headteacher.
- Every child works together to reach the whole school half term reward. Once there are enough names on the hall and dining hall recognition board the reward date is set. The half term reward is decided by the children and together they work as a school to reach it. Examples of whole school rewards could be a non-uniform day, extra playtime, a movie, an extra wheels day.
- A written praise comment on a piece of work with or without a sticker.
- A sticker from the class teacher or Headteacher.
- A Headteacher award, these will be presented during our weekly celebration assembly.
- An Effort Certificate (these replace our Value Award) awarded in our weekly celebration assembly.
- A shout out presented during our weekly celebration assembly.
- Every time you have read 20 books from '*Our Antingham Book List*' list you must show your signed ticked sheet to the Headteacher who will award you with a reading badge. Wear your reading badge everyday with pride to show others your reading challenge achievements.



APPENDIX

Behaviour Card Pathway (Appendix 1)

Colour	Behaviours	Consequences and Sanctions
Yellow 	Refusing to work or lack of work and effort Distractive/disruptive behaviour including calling out Stopping others from learning Inappropriate remarks or language Minor challenge to authority Disrespect to others including teaching staff Not listening to the class teacher Damaging others work or property	Verbal warning Second verbal warning given – yellow card Yellow card logged on Cpoms Class teacher next playtime spent inside on reflection time Parents informed at the end of the school day
Bring the child back to the 4 school R's. Allow the child to make the right choice!		
Amber 	Throwing objects with the intent to harm or damage Physically abusive to another pupil or member of staff Offensive remarks to other children Continued or more serious challenge to authority Disrespect to others Repeated refusal to complete work Repeated poor yellow behaviour	Amber card recoded on Cpoms Class teacher to inform parents/carers Playtime or lunchtime spent inside Reflection conversation with class teacher Headteacher informed Behaviour Plan agreed and reviewed every 2 weeks
Bring the child back to the 4 school R's. Allow the child to make the right choice!		
Red 	Throwing objects with the intent to harm or cause damage Fighting – including play fighting Physically abusive to another pupil or member of staff Bullying including racism Verbal abuse to another pupil or member of staff Threatening behaviour to another pupil or member of staff Continued refusal to so-operate or repeated Amber behaviours	Headteacher involvement and on call to remove child from lesson Headteacher contacts parents/carers Headteacher lunchtime/playtime detention Possible internal or external exclusion

Questions to consider asking a child to get them returned to learning

To promote self-discipline and as part of our restorative approach these are some of the questions we may ask to focus on returning to learning as quickly as possible:

1. What happened?
2. What were you thinking/feeling at the time?
3. What have you thought since?
4. How did this situation make you feel?
5. What will you do differently next time?
6. Who has been affected?
7. What should we do to put things right?
8. Why do you think things went wrong?
9. What would make the next lesson go really well?
10. Who could help us with the next steps?
11. If you had the lesson again, what would you change?



Words or phrases we could use to support a child who is distressed or struggling (Appendix 2)

I am here when you are ready to talk.	How can we sort this out together?	I see you. You matter.	It's OK to feel this way. Let's talk more about it and put a plan together
How about we go outside and talk and walk for a bit?	I believe in you.	What happened?	You're doing amazingly. I see your EFFORT.
I'm sorry you are upset. When you are ready, let me know what's going on and I will help you.	I'm listening	Let's break it down into small steps.	You talk. I'll listen.
Tell me more about what's going on. Help me to understand.	Can you tell me bit more? Then we can work it out together.	Take some time – I'm here when you are ready.	Take your time, take a breath and tell me one small thing that is bothering you.
How can we get through this?	I remember the other day when you.... It was amazing.	I care.	I'm here to help.

Risk and protective factors for CYP's mental health

RISK FACTORS

- ✗ Genetic influences
- ✗ Low IQ and learning disabilities
- ✗ Specific development delay
- ✗ Communication difficulties
- ✗ Difficult temperament
- ✗ Physical illness
- ✗ Academic failure
- ✗ Low self-esteem

- ✗ Family disharmony, or break up
- ✗ Inconsistent discipline style
- ✗ Parent/s with mental illness or substance abuse
- ✗ Physical, sexual, neglect or emotional abuse
- ✗ Parental criminality or alcoholism
- ✗ Death and loss

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships

- ✗ Socio-economic disadvantage
- ✗ Homelessness
- ✗ Disaster, accidents, war or other overwhelming events
- ✗ Discrimination
- ✗ Other significant life events
- ✗ Lack of access to support services



Child



Family



School



Community

- ✓ Secure attachment experience
- ✓ Good communication skills
- ✓ Having a belief in control
- ✓ A positive attitude
- ✓ Experiences of success and achievement
- ✓ Capacity to reflect

- ✓ Family harmony and stability
- ✓ Supportive parenting
- ✓ Strong family values
- ✓ Affection
- ✓ Clear, consistent discipline
- ✓ Support for education

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

- ✓ Wider supportive network
- ✓ Good housing
- ✓ High standard of living
- ✓ Opportunities for valued social roles
- ✓ Range of sport/leisure activities

PROTECTIVE FACTORS