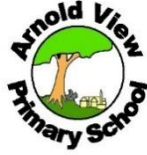


A Positive Approach
to
RESPECTFUL BEHAVIOUR

Arnold View Primary School Behaviour Policy

Aspire Believe Achieve
Ready Respect Safe





Behaviour Policy

Adopted: September 2025

Review Date: September 2026

Head teacher Signature: *C. Otterburn*

Chair of Governors: P.Key

The Headteacher and Governing Body of Arnold View Primary School, take very seriously their responsibilities for pupil behaviour. Together we have agreed the following Behaviour policy which is underpinned by the five pillars of Pivotal Practice:

1. Consistent, Calm Adult Behaviour
2. First Attention for Best Conduct
3. Relentless Routines
4. Restorative Conversation
5. Restorative Follow Up

Children and Good Behaviour

At Arnold View Primary School we like to work alongside parents to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering good respectful behaviour.

We believe that good behaviour needs to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it.

What do we mean by good behaviour?

At Arnold View Primary School we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Engaged and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakroom areas, at lunchtimes, in the playground, at after school clubs, completion of homework as well as during classroom hours.

Benefits of Good Social Behaviour

By encouraging respect and good behaviour we know we will be supporting the ethos at Arnold View Primary School, one that aims to foster a very positive attitude to life. We aim to promote a positive self-image and respect for the attitudes and values of others.

Our aim is to develop those all-important social skills so our children become valued, self-confident and successful individuals in addition to thriving members of society. As well as developing self-confidence, our children will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children at Arnold View Primary School to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers, we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered learning climate in which all children are free to realise their potential.

We welcome supportive contributions from parents/carers (see Parental Code of Conduct) as there are several benefits to be gained from viewing the development of good behaviour as a home/ school partnership. Parents/carers can feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

How Do We Encourage Good Behaviour?

At Arnold View Primary School we teach our children the skills and knowledge that form the building blocks of all positive relationships, supporting children so that they have respect for others and know how to keep themselves and others safe (RSHE Guidance July 2025, paragraph 24). As part of our curriculum we teach them to manage their difficult feelings and to learn how to moderate their behaviour.

We also want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision-making.

As adults we:

- To recognise and highlight behaviour as it occurs
- To explain and demonstrate the behaviour we wish to see
- To encourage children to be responsible for their own behaviour
- To let parents/ carers know about their child's good behaviour
- To model the level of respect and behaviour that we expect from the children

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this. We encourage the children to self-regulate their behaviour.

Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time, which are supported by our '3 Golden Rules' and key characteristics.

Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased.

The 3 Golden Rules are displayed in each classroom, alongside key characteristic posters and referred to regularly. Individual programs and contracts are sometimes organised to help those pupils who find it more difficult to conform to the agreed contract. The Senior Leadership Team will be responsible for monitoring these.

Empowerment and Communication

An essential part of promoting good behaviour is a commitment to developing and sustaining high levels of communication strategies across the school community. In the classroom children will be taught communication strategies and ensure that the basis of non-verbal communication is understood and adopted (i.e. eye contact while speaking to someone). Additionally, special monthly sessions will take place that encourage and empower the children to debate to issues that matter to them.

These sessions include:

- **Class Council**, a monthly whole class discussion to deal with issues within the classroom.
- **School Parliament**, a monthly whole school discussion during an assembly dealing with school wide issues.
- **Wellbeing Champions**
- **SEMH Interventions**: Buttons the Therapy Dog, Lego Therapy (LKS2) & ELSA (UKS2)
- **Drawing & Talking Counsellor** 6x 1:1 sessions (½ day a week)
- **MHST support** (class, group and individual)

Rewards

It is essential that appropriate behaviour is constantly praised and brought to the attention of the children. In other words, **Catch Them Being Good (CTBG)**!

Children should be praised for the desired behaviour immediately to show that we have noticed and appreciate their effort. However, it is recognised that praise is only effective if it is genuine and specific. Praise can be done in a variety of ways, based on the adult's knowledge of the children.

Class Rewards

Class teachers may choose to reward pupils in their class in some of the following ways:

- Star of the Day/Week
- Jobs and responsibilities
- Stickers
- Raffle tickets

Whole School Rewards:

- Merit Certificates
- Dojo Points
- Always Children (2 children per class termly)
- Head Teacher Award
- Writer of the week

Arnold View Golden Rules

At Arnold View we have 3 values which focus on behaviour (**Ready, Respect & Safe**), which are designed to encourage each child to take responsibility for their own learning and behaviour. Staff will refer to these rules when praising the children for good behaviour seen as well as when reminding children what behaviour we expect.

Characteristics

Alongside our Golden rules are the Key Characteristics, grouped into social, academic and personal, which we expect the children to demonstrate during their time at Arnold View. These are integral to our behaviour policy.

Dojo Points

Dojo points are used across the school to reward good behaviour, work and attitudes. Each class displays the children's names and dojo characters, where dojo points are recorded and are transferred to each child's account at the end of each day or week.

There are also times when we feel it is appropriate to acknowledge good behaviour in a special way.

House Points

House points are collected during the week by each child for positive behaviour and amazing learning which demonstrate the school characteristics. House points are totaled termly and shared in assembly. During the last week of the school year the team that has accumulated the most points will be awarded the House cup. Using this whole school approach for reward establishes links between younger and older pupils and team spirit. Each team has house captains and there is a head boy and head girl that oversee the houses and the school council.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions:

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address mis-behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term internal classroom exclusions
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The RSHE curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their mis-behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of mis-behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

Online Issues

Where it is suspected that an electronic device is in school and that the use of the device poses a risk to staff or pupils; is a device which uses the internet such as a mobile phone and is related to poor behaviour online, staff will search, confiscate and examine the device if there is good reason to do so (See AVPS Online Safety Policy). Pupils are not allowed to bring mobile phones into the school site, unless they are in Year 6 and have permission from the Head Teacher. Any year 6 with permission to bring their mobile phone onto site must leave it in the classroom lock up box. Any use of a mobile phone on the school site will result in an entry into the Blue book. Cyber bullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying is never tolerated and methods of dealing with it and how we prevent it forms part of our bullying policy.

How We Deal With Poor Behaviour.

If a child shows behaviour that breaks our school rules then the following structure is followed:

- 1. Non-verbal reminder.**
- 2. Verbal reminder.**
- 3. Time out** - A restorative conversation takes place with the child to *repair* the situation.
 - What has happened?
 - Who has been affected?
 - How have they been affected?
 - What needs to happen to make things right?
 - What will we do differently next time?
 - Reaffirm the commitment to the relationship between the member of staff and the child.

This script is moderated depending on the child.

At Arnold View Primary School we have identified eight types of behaviour that we consider to be unacceptable and these will be reported to the Head teacher, deputy head teacher or member of SLT if any child is exhibiting these behaviours.

These behaviours are:

- **Bullying (including online)**
- Racist and homophobic comments
- Swearing
- Violence (Including fighting)
- Being rude and disrespectful to adults in school
- Child on child sexual violence and sexual harassment, offline or online; this includes inappropriate language and behaviour between pupils
- Behaviour incidents online which pose a threat to another pupil; the orderly running of the school or the reputation of the school- Arnold View expects the same standards of behaviour online and offline
- Damage and vandalism to school property and to others' property
- Use of a mobile phone on the school site to photograph, record or film

Within any one term, if a child is put in the 'Blue Book':

1. Name in the book once, parents informed by the class teacher and invited to a meeting to discuss.
2. Name in the book twice, parents invited in for a meeting with the class teacher and DHT (behaviour lead) and a behaviour plan put in place which will be monitored by the DHT.
3. Name in the book three times, an internal exclusion (length of time at the discretion of the Head Teacher), parents invited to a meeting with the Head Teacher and child to go on report.
4. Name in the book four times a fixed term suspension. Fixed term suspensions are sequenced and increase in the number of days as additional exclusions are issued.

In exceptional circumstances the headteacher reserves the right to issue a fixed term exclusion or internal exclusion.

We use exclusions extremely rarely. We anticipate difficulties where possible and use a Behaviour Management plan if a child is excluded for a fixed term or is likely to be permanently excluded.

The Head teacher or deputy head teacher can use these strategies at any time a pupil is at school. These sanctions are not simply there to punish pupils but to give them an opportunity to reflect on their behaviour so that it can improve. Sanctions can also be applied to pupils who have misbehaved at any other time such as when the child is taking part in any school-organised or school-related activity, travelling to or from school, when wearing school uniform or is in some other way identifiable as a pupil at the school.

If a child is excluded from school on a fixed term exclusion then work will be set by the Class Teacher for a period of up to 5 days.

After any exclusion pupils will be invited, with their parents or carers for a reintegration meeting with the Head Teacher or Deputy Head.

Monitoring:

The head teacher, deputy head teacher and RSHE lead will monitor CPOMs. The deputy head will meet with the child to discuss this and will keep the Head Teacher informed of any concerns.

Positive Handling (see Appendix One)

There may be time when school staff may have to use reasonable force to control or restrain a pupil in specific circumstances (Section 93, Education and Inspection Act 2006) such as when they are causing damage to themselves, others or property, although the need for this should be rare.

Equal Opportunities

We believe in equality of opportunity for all pupils and make every effort to put it into practice at all times.

SEN

Children with SEN (special educational needs) will be placed on the special needs register. The school will work, in partnership with parents and any agencies involved (Education Psychologist, Gedling Area Partnership, Healthy Families team, Early help etc), draw up a 'Behaviour Management Plan'. This plan will establish clear targets designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged. All staff, will be informed of such plans, in order to undertake a consistent approach to dealing with a difficult situation. These behaviour management plans are renewed termly. Whilst we make reasonable adjustments for our children with SEN, if the staff and children's safety is put at serious harm/injury, then the child would be subject to the behaviour policy.

Involving Parents and Carers

At Arnold View, we endeavour to work collaboratively with parents and carers to establish good relationships, so that children receive consistent messages about how to behave at home and at school. We ask that parents and carers support our school behaviour management policy and work with us to improve behaviour when we have identified it is a concern.

The school rules are in the school planners, school prospectus, as part of the home/school agreement and shared at Meet and Greet evenings. We ask that parents and carers read these and support them.

Our aim is to build a supportive dialogue between the home and the school, and to inform parents immediately if we have concerns about their child's welfare or behaviour, as well as celebrating successful behaviour.

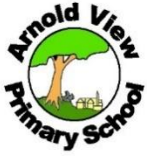
The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The **curriculum and standards committee** are responsible for reviewing and approving the behaviour management policy and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation. The governors support the Head Teacher and staff in carrying out these guidelines.

Other policies to refer to:

- Managing allegations against staff
- Touch policy
- Anti-Bullying policy
- Equality policy
- Exclusion policy
- Safeguarding policy
- Child on Child Abuse
- Online Safety Policy



Appendix One

The Use of Physical Intervention

It is anticipated at **Arnold View Primary School** that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at **Arnold View Primary School** is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.