



Alderman Cogan's

CHURCH OF ENGLAND
PRIMARY ACADEMY

Positive Learning & Behaviour Policy

Alderman Cogan's is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in East Hull.

The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's. We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential.

["Remember the Lord in everything you do, and he will show you the right way"](#)
[Proverbs 2,3](#)

This is the context in which this policy is written.

This policy was written in September 2018, was reviewed in September 2019, in January 2020, in September 2022 and will be reviewed in Autumn 2024.

This policy has been written to explain our approach to managing the behaviour of the children in our school and supporting their emotional needs and development. All members of our staff team have a shared responsibility to manage the behaviour of all children in our school.

Our Christian Values of Peace, Trust and Friendship underpin every aspect of our school's

community's life and work, and is at the heart of our creative curriculum. These values are rooted in our daily teaching of Jesus Christ. Central to our positive behaviour policy are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

This is known as our school's Golden Rule

Purpose of our Positive Learning and Behaviour Policy:

Our Positive Learning and Behaviour Policy is centred around the school's Christian Values of: Peace, Trust and Friendship. This policy sets out the framework for the behaviour, responsibilities, Christian values, ethos and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build Alderman Cogan's community and to repair and strengthen relationships within this community, thus allowing a positive learning environment where everybody feels welcomed, valued, safe and treated fairly.

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible lifelong learners.

All staff and pupils are expected to behave in a responsible and restorative manner both to themselves and others, showing trust, kindness and respect for other people at all times. Pupils are expected to demonstrate positive attitudes towards their learning and are encouraged to have a positive 'Growth Mindset'.

We believe that positive behaviour needs to be carefully developed. It is clear that young children learn best when they are clear about what it is that they need to do. This policy sets out:

- What we mean by good behaviour.
- What we think are the benefits of good behaviour
- How we encourage and reward good behaviour in school.
- How inappropriate behaviour is restoratively responded to
- How RP supports and develops the emotional literacy and individual needs of our children and their families.

The purpose of this policy stems directly from our ethos: **In our school we believe that we are all wonderfully made by God and loved by Him just as we are.** -Psalm 139:14 **Jesus Christ stands at the centre of everything we do. We will work together to follow His example, and seek to be the best people we can be.**" -Ephesians 4:16. This extends beyond the children of our school and into their families and our local community.

This positive learning and behaviour policy provides a structure which (through the key principles of Restorative Practice) supports the personal development and well being of our children by demonstrating how to live out our core values of Peace, Trust and Friendship during our everyday experiences in school. In our school we believe that the development of self-respect leads to the development of respect for all, both staff and pupils.

Our Positive Learning and Behaviour Policy aims to:

- Foster a positive and **compassionate** environment in which all children can flourish and reach their full potential.
- Develop relationships within which initiative, responsibility and sound relationships can flourish and develop based on **respect, generosity**, integrity and **trust** between all members of the school community, including parents and members of the Governing Body.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champion' (i.e. have demonstrated values in practical ways). This is recognised by our Christian Values Postcard sent home on a weekly basis.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred back to The Golden Rule and the school's Christian values.
- Raise an awareness of Restorative Practice Philosophy and embed the key principles in every aspect of school life, underpinned by our Christian Values of **Peace, Trust** and **Friendship**. ● To maintain a consistently orderly environment in which adults and children feel safe, secure and respected, both inside and outside of the classroom, which will enable everyone to work and learn

Alderman Cogan's CE Primary Academy is a whole school community that nurtures and supports every child to be happy, confident young people who will be ready and prepared for the world around them. When parents and carers entrust their children into our care, we make a promise to them that we will nurture them not just academically but also care for them socially and pastorally. At Alderman Cogan's CE Primary Academy we value everyone's unique worth and contributions as individuals. Children need to understand and be shown that they are valued and loved, even when their actions have been challenging i.e. '**just as they are**'. It is vital that adults reinforce this through their use of Restorative Affective statements and Restorative discussions with children. Being valued can also be demonstrated by being listened to and having the opportunity to express their own views. Every child in our school knows that through the Restorative Practice process they will be listened to and that they will be given a voice. We aim to empower every member of our school community to achieve their fullest potential by providing them with an education that they enjoy and feel excited about learning in order to help them succeed in life.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect continuously strengthen and build our Christian Values of Peace, Trust and Friendship.

In broad terms, restorative practice constitutes an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s).

Effective Restorative Practices foster an awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community and the wider community.

Restorative practice is a strategy that is used to resolve incidents that may occur in our school.

Behaviour Expectations

We have the following Golden Rule which is displayed around the school and supported further with biblical scripture:

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

Our expectations:

Exemplary behaviour

Expected behaviour

Disruptive behaviour

Unacceptable behaviour

Children begin each day on ‘expected’ which describes what we expect to see. They can be moved up or down depending on their behaviour. If they are close to being moved down they should always have a ‘polite reminder’ followed by a ‘warning’ before this happens. The focus here is once again to be fair and to demonstrate the opportunity for children to falter at times but to be forgiven and develop a sense of compassion for others around them.

‘Choice’ or ‘Crisis’ - Staff understand there is a difference between a child choosing to show unacceptable behaviour and a child in crisis. When a child is in crisis it is recognised they are temporarily unable to follow the usual system. These situations need a process of de-escalation, regulation and support to enable the child to access the system again.

Emotional Literacy and Resilience

Class Teams - Rationale:

The word ‘team’ evokes a sense of belonging. This once again reinforces our Christian ethos of inclusion and the hope that children will feel respected and also recognise and value what they can offer as a team member. In referring to classes as ‘Team ...’ children will learn how working together and living out our Christian values makes a stronger, more effective team. Children will be clear on their roles and responsibilities within the team and at times may lose their place in their team if their behaviour is unacceptable. This will allow teachers and support staff to ensure the children are accountable to their team for their actions. We also strive for children to demonstrate their respect and support for others when required.

Restorative Practice Emotional check ins:

These are carried out daily by the class teacher at the start of the day for usually around 10 to 15 minutes.

There is a display, to support check-ins, visible in each classroom.

Restorative circles are used in class teams/with groups of children to address specific issues. This can be led by the class teacher and with support from SLT if needed.

PSHE to be taught weekly using Jigsaw/Chimp management/Calming your Meercat strategies.

These all aim to help children flourish as individuals and to enjoy 'Life in all its fullness' (John 10:10).

As a direct result of this Positive Learning and Behaviour Policy,

The Principles of Restorative Practice will:

Improve behaviour and attitudes;

Provide explicit tools within a defined framework to challenge unacceptable behaviour resolve conflict and repair harm;

Improve relationships; establish rights, accountabilities and responsibilities to the community.

Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

Children will:

Build strong relationships

Experience what it means to live as a member of an open, **generous** and **forgiving** community

Benefit from a calm and secure learning environment

Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Teachers will:

Model **forgiveness** and the possibility of restoration and a new beginning in their relationships both with adults and children

Use **The Golden Rule** as the starting point to challenge the child on how he/she would have felt if he/she had been on the receiving end of the behaviour in question, and encourage the child to feel empathy

Seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgment of wrongdoing

Be able to convey clearly and with confidence expectations of behaviour

Benefit from a calm and secure environment in which to teach effectively

Build positive relationships with parents and the whole school community

Develop personally and professionally

Parents will:

Be fully informed about the school's ethos, core Christian values and the Behaviour Policy Feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by **The Golden Rule** and the school's Christian values

Be confident that their child is developing personally, socially and academically

Feel welcome in school to discuss their child's progress in a positive atmosphere

When an incident has occurred set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

Restorative Questions

1. To respond to challenging behaviour

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did and how?

- How do you think (the victim) felt when you did that?
- What do you think you need to do to make things right?
- What have you learnt to help you make the right choices next time?

1. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are asked as part of an informal or formal circle. The discussions which our school encourage following a disagreement or conflict ensure that children:

1. Have a chance to tell their side of the story and feel heard
2. Understand better how the situation happened
3. Understand how it can be avoided another time
4. Feel understood by the others involved
5. Find a way to move on and feel better about themselves.

The teacher acts as the facilitator. It is the children themselves, who come up with the solutions.

Rewards for 'exemplary' behaviour

1. Name moved to exemplar and given a sticker
2. Receive a 'Head Teacher Award' sticker.
3. Class awards eg. Dojo points
4. Certificate received in praise worship
5. Praise postcard sent home
6. Head of school informed
7. Parent/Carer informed

Team rewards

Children and class teachers will agree on a target amount of Dojo's to be collected by the class team and a reward for when this target is reached. This should be achievable approximately once a half term but will continue as necessary until the agreed target is reached. ALL children will receive the reward regardless of how many individual Dojo's they have collected. As soon as the target is reached then the class team can start collecting for the next reward. Children will be reminded that the more Dojo's they get, the more rewards they will receive. The child in each class who wins the most Dojo's for each cycle of this will receive a certificate to recognise and reward their achievement. These will be awarded by the class teacher.

Here, we hope that children will feel a level of fulfilment about who they are and it will support their understanding that they are all 'wonderfully made by God and loved just as they are.'

Consequences of disruptive/unacceptable behaviour

Children who do not make the right choices of following our school rules will face certain

consequences. These vary in severity.

1. 'Reflection' time (varying number of minutes for children to calm down and reflect on getting back on track)
2. Name is moved from 'expected (everyday behaviour) to disruptive or unacceptable behaviour
3. Loss of privileges including time from playtime or lunchtime
4. Head Teacher informed.
5. Placed on behaviour report.
6. Exclusion from the class for extended 'Reflection' time
7. Parent/Carer informed.
8. Exclusion from school

Exclusions (Please see the Exclusion Policy)

This may be in the form of an internal exclusion or an external exclusion. Internal exclusions will be managed in school and will be supported by the WEB Team. The Head or Deputy Head Teacher will be involved with any external exclusion. Support will be given to reintroduce children back into school following an exclusion and back into their class team. The length of time that this process will take will be decided based on individual circumstances and how individual children respond to the steps of reintegration.

We take any acts of violence or threats of this nature seriously and this will result in an appropriate consequence, which may be internal or external exclusion if appropriate.

Lunchtimes

- There will be designated 'Time-out' zone for disruptive behaviour on the playground and/or field.
- For situations of unacceptable behaviour a Lunchtime Leader will request support from SLT. ● The Lunchtime Leaders need to report back any issues to class teachers at the end of the lunchtime break.

Bullying

It is important that all members of our school family understand what is meant by bullying. Any accusations of bullying need to be investigated. When bullying is occurring the WEB Team will lead work alongside the class teacher as needed. Please see our Anti-bullying Policy for details.

Our aim is that children who do not follow the expectations, including bullies, can falter and will have the opportunity to try again and can go on to have positive relationships with themselves and others. They can contribute to creating a more caring and peaceful community.

Additional Support for children with Social, Emotional Mental Health needs (SEMH) :

Self regulation - The RP HUB (Helping Us to Belong) is available for children to access when they need support. We strive for children to learn to recognise difficult situations and how to manage these independently. This is how we define and begin to build resilience in our children.

Children with specific emotional issues - We have ELSA programmes which support children

experiencing specific events, difficulties and feelings. These can be done with groups and/or individual children as required and may include support with complex issues such as bereavement, divorce, problems with friendships, and anxiety. This work is usually done in the HUB.

Individual morning check ins - This is a quick interaction for identified children, usually at the start of the day, with an adult that the child has a good relationship with.

Behaviour plans - These are written for individual children to support emotional needs and behaviour management. They will be agreed with a member of the WEB Team, the class teacher and a parent/carer and shared with relevant members of our staff team.

All these strategies aim to be fair, transparent and be carried out with compassion so that children can feel **Dignity** for themselves and other people in their **Community**. We aim to fill them with **Hope** about their futures and give them **Wisdom** to guide them through the challenges of the modern world. These are all elements of the vision of education shown in 'Valuing All God's Children (Summer 2019)

Responsibility and Monitoring

Every member of the school team is responsible for promoting good behaviour and dealing with inappropriate behaviour:

- Teachers' Standards states 'A teacher must manage behaviour effectively to ensure a good and safe learning environment.'
- Teaching Assistant Standards states 'TAs are expected to use effective behaviour management strategies consistently in line with school policies and procedures.'
- Lunchtime leaders 'To supervise, control and report the behaviour of pupils during the lunchtime break and to maintain a calm environment in the dining room.'

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Ebor Directors Trust on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Children's behaviour will be regularly monitored by the school. The processes in place include:

- Evaluation and analysis of behaviour incidents recorded on integris
- Verbal feedback of informal observations and concerns from staff members

When a child's behaviour is causing an on-going concern and is being regularly flagged up in the scrutiny of behavioural incidents, the child's teacher, the WEB Team Leader and SENDCo will meet to discuss how best to support that child's improvement in their behaviour within school. These pastoral and behaviour plans are made in partnership with parents/carers and, when necessary, external agencies.