

Behaviour Policy

ETHOS

We want to ensure that every member of the school community feels safe, valued and respected, maintaining an ethos of kindness and co-operation working towards our goal of excellence for all. Our school rules are clearly communicated and understood to promote good relationships so that people can work together with the common purpose of enabling everyone to achieve their full potential.

This policy supports the school community in achieving effective teaching and learning within a safe and secure environment through a range of positive behaviour management strategies and preventative systems and sanctions. **The governing body firmly believes in a policy of non-exclusion although the school reserves the right to exclude in extreme circumstances.**

AIMS

The implementation of this whole school policy should ensure that everyone involved with the school will:

- promote good behaviour and discipline
- promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensure fairness of treatment for all
- respond consistently to both positive and negative behaviour with appropriate action stated in this policy
- promote early intervention and support
- provide a safe environment free from disruption, violence, bullying and any form of harassment or abuse for pupils and staff
- encourage positive relationships between staff and parents/carers in order to develop a shared approach to the implementation of the school policy and procedures

POLICY

This policy has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a safe and secure place of learning where children flourish.

Bullying is unacceptable and the school has clearly defined strategies in place for dealing with issues relating to bullying. These are detailed within our Anti-bullying policy. (see appendix 1)

School Rules

Abbey Park Golden Rules (childspeak)

Do your best to be a good learner	Do not waste your time or other people's time
Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt other people's feelings
Do look after our school	Do not damage
Do listen to each other	Do not interrupt

Incentive Scheme

Good behaviour is rewarded in each class, age appropriately through a variety of informal ways, including:

- Verbal comments to children and parents
- Smiles
- Thumbs up
- Certificates
- Sharing success with other members of staff and pupils
- Friday twenty minute 'Golden time' as dictated by class teacher
- Postcards home

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. Every week, on the basis of the school rules and excellent work, children are chosen to be *Star of the Week*. The pupil then wears the star of the week badge and sits at the star table during lunch on Friday.

Merit System

In addition, pupils are awarded merit tokens throughout the week. These are given for exceptional work, behaviour and attitude and are awarded by all members of staff in any part of the school. It is the responsibility of each child to put their name on the back and put it in a safe place until Friday lunch time. Then TAs or Merit Monitors (chosen by the teacher) will collect up and count the merits and record the running totals on the class chart (apendix 2). The appropriate certificates are saved on the public drive for staff to print out and get ready for celebration assembly.

The rewards are as follows:

Total	Reward
30 merits	certificate
60 merits	Bronze certificate and a plain pencil
90 merits	Silver certificate and a silver pencil
120 merits	Gold certificate and a text home
150 mertis	Large badge and a postcard home
200 merits	Head Teacher award badge and a letter home
250 + merits	End of year trip
300 + merits	A raffle draw to see who wins the ultimate prize – a scooter!

The above will be displayed and will be high-profile throughout the school.

There is also an individual certificate for full-time attendance half-termly and at the end of the year. A child who attains 100% attendance over the whole year will also be presented with an award. Certificates are awarded weekly to the class with the best attendance.

Breakfast club will have a reward system independent of the merit system.

SANCTIONS

Sadly, there will be times when children do misbehave. Children need to discover where the bounds of acceptable behaviour lie, as this is part of growing up. These boundaries are stated firmly and clearly. The following range of sanctions will be used in every classroom. Every class will have a traffic light system displayed in the classroom. (appendix 3). This must be in a high profile position.

1st transgression:

teacher gives child a verbal warning and reminder of consequences if necessary. Child will stay on green.

2nd transgression:

child's name is moved to Amber with appropriate warning of further consequences if necessary. Child has the possibility of moving back to green within that lesson if behaviour is rectified.

3rd transgression:

Child's name is moved to red and is recorded in the behaviour book by the teacher or the TA as requested by the teacher. The child will miss the next playtime/lunchtime **following that incident**. If the incident happens in the last session of the day, the child will stay behind after school for a one to one discussion with the class teacher *after* the rest of the class have been dismissed.

After the child has missed the playtime their name can then be moved back to green. However, if the child continues to be disruptive (and gets their name onto the red traffic light in quick succession) this could result in them being removed from the classroom to complete their work elsewhere for a temporary period. Children will not be sent to stand outside their own classroom but will be sent out to work, either with a TA or to another classroom.

If a child goes on red three or more times in a week, they will not join in with the fun/'golden time' on a Friday afternoon, (see appendix 4a), instead they will go to the Vice-Principal with their thinking sheets (see appendix 4b) and will participate in a PHSCE activity that will focus on positive behaviour modification. The Vice-Principal will inform parents that their child has missed Golden Time that week and will continually monitor and record which children have missed their 'Golden Time.'

Exemptions from the above system:

If a child commits a very serious offence as outlined below, they will bypass the system and go straight to the Key-Stage leader/Vice-Principal/Principal, depending on the availability of staff or the seriousness of the offence.

- Racism
- Assault of pupil or adult
- Bullying
- Cyber Bullying
- Defiance
- Theft
- Fighting
- Inappropriate sexualised behaviour
- Verbal abuse of pupil or adult
- Damage of school buildings

If the above committed, the incident will be recorded on a behaviour sheet (appendix 5) and given to the Vice-Principal for monitoring. They will also get a letter home (appendices 6, 7 and 8)

Letter 1 – from the class teacher

Letter 2 – from the Vice Principal

Letter 3 – From the Principal

Repeat offences could result in further letters home or eventually fixed term, or permanent exclusion as the ultimate sanction. This can only be authorised by the Principal (pending governors ratification)

Each case is treated individually and only rarely would the school need to exclude children. The head teacher has the discretion to request a fixed term exclusion for a child in extreme cases when all other methods have shown no improvement in his/her behaviour, or in cases of violence/abuse towards other members of the school community.

The frequency that a child misses Golden Time will be taken into account when the merits are totalled for the year.

How we Minimise Bad Behaviour

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of supervisors who can refer to the head teacher or deputy head teacher if necessary and certainly bring to their attention persistent or serious misbehaviour at lunchtime. This results in loss of privileges/playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtimes for a period of time as a last resort. Children who consistently can't manage at lunchtime will join the teacher who is on duty for 'Red Offenders' and will use the room as a 'thinking room.'

COMMUNICATION

1. Rules of the school are consistently displayed around the premises to act as a reminder to children.
2. Each class has their own copy of the rules, which will form the basis of discussion if misbehaviour occurs.
3. All families are re-issued with a home/school agreement and copy of the school behaviour policy at the beginning of each academic year which sets out the code of conduct and explains the incentive schemes used by school to reinforce good behaviour and sanctions that will follow misbehaviour.
4. Children who still have challenges with their behaviour will be referred to the SENCo who will pursue Behaviour Plans (see appendix 9); Behaviour Contracts (see appendix 10) and the possibility of referral to outside agencies such as Behaviour and Attendance.

Specific Guidelines for Staff

1. The school organisation and curriculum is reviewed on a regular basis in order to maintain a stimulating, motivating and rewarding environment for learning.
2. Planning will be personalised to pupils of all abilities to provide both appropriate challenge and support.
3. The physical surroundings of the school will encourage curiosity, be attractive, be dynamic and give evidence of a committed and caring school community, thus enabling good staff/pupil relationships.

4. All staff/adults will model consistent attitudes and approaches for positive behaviour.
5. CPD is systematically planned into the School Improvement Plan for staff in behaviour management.
6. All teachers will establish an agreed class contract and vision statement prior to the beginning of each school year to display the rules of the classroom environment, taken from this policy.
7. Disruptive behaviour will be identified at an early stage and strategies developed for supporting children's needs linked closely to Individual Education Programmes in consultation with the class teachers, rigorously monitored by the SENCo.

Use of sanctions will be consistent but dependent on the child and his/her circumstances.

In severe circumstances staff may be required to use reasonable force in order to:

- Protect a child from self harming or putting themselves at risk
- Protect other pupils from potential harm or risk
- Protect themselves or other staff from potential harm or risk
- Move a pupil to a place of safety and/or avoid continuous and serious disruption to the learning of other pupils

Staff are expected to use safe restraint methods wherever possible and have been trained in manual handling. Any member of staff in this position should immediately write detailed notes of the incident and inform the head teacher or deputy head teacher as soon as is practicably possible. In very rare circumstances senior leaders may be required to search pupils in order to:

- Retrieve any potentially dangerous items
- Retrieve any potentially illegal or dangerous substances

Any search must be conducted on the grounds of reasonable suspicion. Parents or carers will be contacted to ask them to attend school in order that they can conduct a search. Only in the event of them not been contactable or refusing to co-operate would any search go ahead without consent. In all other circumstances school would act on verbal consent or in the presence of parents or carers.

In the event of any search pupils would be asked to empty their own pockets. If they refuse, staff would search pockets of outer clothing and at least two staff would be present. If nothing potentially harmful or dangerous was found but there were grounds for suspicion that items were concealed in inner clothing, the pupil would be kept in isolated supervision until the parent/carer arrived at school.

The school will respond to any incidents outside school when a pupil is:

- Taking part in any school organised or related activity
- Travelling to and from school
- Wearing school uniform
- Is identifiable as a pupil at Abbey Park
- Cyber bullying (see e-safety policy)

or any incidents, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, parent or member of the public
- Could adversely affect the reputation of the school

The school's response (led by the head teacher or deputy head teacher) will be proportionate to the nature of any incident and will be drawn from the range of sanctions identified on page 3 of this policy. However, if behaviour is criminal or poses a serious threat, the police will always be informed. In less extreme cases, the head teacher will decide if it is necessary to notify any other agencies and whether multi-agency assessment should be considered to support the family.

Serious consideration will ALWAYS be given to whether any incident may be linked to a pupil suffering significant harm or being at potential risk of serious harm. If this is the case, we will immediately follow procedures identified in our Safeguarding and Child Protection Policy.

The Governing Body

In order to ensure that any policies designed to promote good behaviour and discipline are embedded at Abbey Park, the governing body:

- Provides clear advice and guidance to the head teacher on policy and practice, especially in the areas of use of reasonable force, powers to search pupils and to discipline pupils for misbehaviour outside school
- Provide an annual statement of general principles to determine these measures, having consulted (at least annually) with the head teacher, school staff, parents and pupils

Consultation will be undertaken through annual questionnaires to parents, pupils and staff; the findings of which will determine behaviour and safety priorities in the school improvement plan.

Monitoring and Evaluation

- Racism
- Assault of pupil or adult
- Bullying
- Cyber Bullying
- Defiance
- Theft
- Fighting
- Inappropriate sexualised behaviour
- Verbal abuse of pupil or adult

All the above incidents are recorded in the behaviour log. The log is actively in use and reported to governors termly so that the governors' resources committee can receive accurate reports from the leadership team and therefore monitor the impact of this policy on behaviour and safety.

Any incidents which may give rise to disciplinary or legal action or become a matter of public interest are recorded in the incident book.