

"Aiming high to achieve success!"

Behaviour Policy

Document Control:

Document Name	Behaviour Policy	
Document Author	Kate Stokes – Deputy Head Teacher	
Document Ref.	ACPS-010	
Last Issued Date	November 2018	
Next Review Date	November 2019	
Ratified By	The school Governing Board – November 2018	
Dissemination	This policy is stored on the staff shared area of the school network under 'policies' as well as posted on our website.	

Version Control:

Date	Version	Updates / Changes
2017	1	Original version
Aug 2017	2	Latest amendments highlighted in yellow
Nov 2018	3	The Key model policy adopted and updated
Feb 2019	4	Amendments to EYFS Procedures

Contents:

1. AIMS

2. LEGISLATION AND STATUTORY REQUIREMENTS.....

3. DEFINITIONS.....

4. BULLYING.....

5. ROLES AND RESPONSIBILITIES.....

6. PUPIL CODE OF CONDUCT

7. BEHAVIOUR MANAGEMENT PROCEDURES.....

8. POSITIVE CONSEQUENCES AND SANCTIONS.....

9. REPORTING PROCEDURES

10. PUPIL SUPPORT/TRANSITION

11. TRAINING

APPENDIX A: Related Policies

APPENDIX B: Home School Agreement

1. AIMS

1.1 This policy aims to:

1.1.1 Provide a **consistent approach** to behaviour management

1.1.2 **Define** what we consider to be unacceptable behaviour, including bullying

1.1.3 Outline **how pupils are expected to behave**

1.1.4 Summarise the **roles and responsibilities** of different people in the school community with regard to behaviour management

1.1.5 Outline our system of behaviour management, **reward and sanctions**

1.2 The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual. It is underpinned by the principle that *no one has the right to prevent another child from learning or a teacher from teaching*.

1.3 We aim to give all children a shared sense of pride in attending **Abbott Community Primary School** and to feel that it is a place where they are *safe to learn without disruption*.

2. LEGISLATION AND STATUTORY REQUIREMENTS

2.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

2.1.1 It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

2.1.2 In addition, this policy is based on [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. DEFINITIONS

3.1 **Misbehaviour** is defined as:

3.1.1 Disruption in lessons, in corridors between lessons, and at break and lunchtimes.

3.1.2 Non-completion of classwork or homework.

3.1.3 Poor attitude.

3.2 **Serious misbehaviour** is defined as:

- 3.2.1 Repeated breaches of the school rules and expectations.
- 3.2.2 Any form of bullying.
- 3.2.3 Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- 3.2.4 Vandalism.
- 3.2.5 Theft.
- 3.2.6 Fighting.
- 3.2.7 Racist, sexist, homophobic or discriminatory behaviour.

4. BULLYING

- 4.1 **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:
 - 4.1.1 Deliberately hurtful.
 - 4.1.2 Repeated, often over a sustained period of time.
 - 4.1.3 Difficult to defend against.
- 4.2 Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.3 Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. ROLES AND RESPONSIBILITIES

5.1 The **Head Teacher** of Abbott Community Primary School will:

5.1.1 Be responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 1).

5.1.2 Approve this policy.

5.1.3 ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour,

5.1.4 Monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently.

5.2 The **Governing board** will:

5.2.1 Be responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

5.2.2 Review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.3 The **Staff** are responsible for:

5.3.1 Implementing the behaviour policy consistently -

5.3.1.1 Remaining calm, by not raising their voice.

5.3.1.2 Discreetly addressing behaviour with the individual child, without disturbing a lesson/.

5.3.1.3 Clearly explaining the consequences of behaviour.

5.3.1.4 Encouraging positive choices.

5.3.1.5 Following up incidents to their conclusion, adhering to school rules & procedures.

5.3.1.6 Refraining from discussing incidents with other adults or in front of the child

5.3.2 Modelling positive behaviour.

5.3.3 Providing a personalised approach to the specific behavioural needs of particular pupils.

5.3.4 Recording behaviour incidents.

5.3.5 The **Senior Leadership Team** will support staff in responding to behaviour incidents.

5.4 **Parents** are expected to:

5.4.1 Support their child in adhering to the pupil code of conduct, as outlined in the signed home school agreement.

5.4.2 Inform the school of any changes in circumstances that may affect their child's behaviour.

5.4.3 Discuss any behavioural concerns with the class teacher or SLT promptly.

6. PUPIL CODE OF CONDUCT

6.1 Our home school agreement outlines agreed standards of behaviour and values that encourage children to develop a sense of self-discipline and an acceptance of responsibility for their actions.

6.2 We encourage children to be polite, well-mannered and helpful to each other in order to become good citizens.

6.3 **Pupils** are expected to:

6.3.1 Behave in an orderly and self-controlled way.

6.3.2 Show respect to members of staff and each other.

6.3.3 In class, make it possible for all pupils to learn.

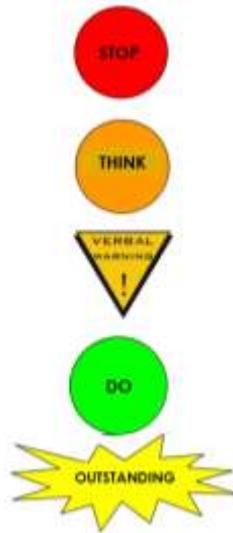
6.3.4 Treat the school buildings and school property with respect.

6.3.5 Accept sanctions when given.

6.3.6 Refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. BEHAVIOUR MANAGEMENT PROCEDURES

7.1 We use a whole school approach to positive behaviour management, based on respect for all members of the school community – this is called the '**Abbott Traffic Light**' system.



- 7.1.1 Every child starts the school day on 'Do', and should endeavour to remain or work their way back to this point over the course of the day.
- 7.1.2 If a child is not adhering to the behaviour expectations outlined in class (e.g. *talking over the teacher during input, deliberately distracting/disturbing peers & team mates, failing to follow instructions*) they will be given a **discreet verbal warning** to alter their behaviour.
- 7.1.3 If a child continues with the behaviour and continues to disrupt the learning in class, after a verbal warning has been given, they will be moved immediately to 'Think'. No further verbal warning will be given.
- 7.1.4 When a child chooses to change their behaviour and responds appropriately, they will be moved back to 'Do'.
- 7.1.5 If a child continues with the behaviour and continues to disrupt the learning in class, after a being moved to 'Think', they will be moved immediately to 'Stop'. No further verbal warning will be given!
- 7.1.6 When a child chooses to change their behaviour and responds appropriately, they will be moved back to 'Think' or 'Do', at the teacher's discretion, dependent on the situation.
- 7.1.7 If the behaviour continues once a child has been moved to 'Stop', and they are not responding appropriately to the system, then they will be given a Red Card detention.
- 7.2 The expectation is that a child will make their way back down the Traffic Light to 'Do' by choosing to modify their behaviour. Teachers must ensure this is achievable and actively seek to support a child to make their way back to 'Do', within the same session if possible.
- 7.3 As part of this positive behaviour system, NO child is to be sent out of lessons (including PE) to another teacher unless they are unsafe in their behaviour.

7.4 Classroom management

7.4.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

7.4.1.1 Create and maintain a stimulating environment that encourages pupils to be actively engaged.

7.4.1.2 Display the pupil code of conduct or their own classroom rules

7.4.1.3 Develop a positive relationship with pupils, which may include:

7.4.1.4 Greeting pupils in the morning/at the start of lessons.

7.4.1.5 Establishing clear routines.

7.4.1.6 Communicating expectations of behaviour in ways other than verbally.

7.4.1.7 Highlighting and promoting good behaviour.

7.4.1.8 Concluding the day positively and starting the next day afresh.

7.4.1.9 Having a plan for dealing with low-level disruption.

7.4.1.10 Using positive reinforcement.

7.5 EYFS procedures

7.5.1 In the EYFS Unit we use positive praise as an incentive for good behaviour. This is reinforced by the use of stickers and reward cards. The traffic light system is also used in line with the rest of the school.

7.5.2 If children work their way through the traffic light system and continue with disruptive behaviour, or display aggression towards other children, a time out system is used. The length of time out is 1 minute for each year of life. Such incidents must be logged on CPOMs – notifying SLT and EYFS Lead. This is the responsibility of the relevant staff member managing the behaviour.

7.5.3 All staff must follow the EYFS Procedures – including during Breakfast Club/After School Care. Children will complete timeouts within these environments and are not to be sent to EYFS Staff.

7.5.4 If a serious incident arises, the Head Teacher and parents will be informed immediately and a plan of disciplinary action will be discussed between staff and parents. This must also be logged immediately on CPOMs.

7.6 Lunchtime Organiser Procedures

- 7.6.1 The 'Traffic light' system must also be used outside during lunchtime- where staff can verbally 'move' children to 'Think' and/or 'Stop'. Children must be given the opportunity to modify their behaviour and move back to 'Do'.
- 7.6.2 If a child has been 'moved' on the traffic light the LO must inform the class teacher at the end of lunchtime, as this will continue into the afternoon session until a child has moved back to 'Do'.
- 7.6.3 If a child is given a red card during lunchtime, the LO must inform Janet (Senior LO), who will inform parents on their behalf. If there is sufficient time in the lunchtime break, children will complete a detention immediately and will be escorted to the hall by Janet.
- 7.6.4 It the responsibility of Lunchtime Organisers to log any incident on CPOMs, at the earliest convenience that day.

8. POSITIVE CONSEQUENCES AND SANCTIONS

- 8.1 Expected behaviour and children who are following expectations will be positively acknowledged throughout the day. Children will be acknowledged and rewarded for effort, achievement and behaviour.
- 8.2 Positive consequences will be in the form of:
 - 8.2.1 Verbal Praise
 - 8.2.2 Written Praise(in line with the whole school marking & feedback policy)
 - 8.2.3 Stickers
 - 8.2.4 Certificates of achievement in whole school events
 - 8.2.5 Notes home to parents
 - 8.2.6 House Points for ending the day on 'Outstanding'
 - 8.2.7 House Points for effort during lessons and in Home Learning
 - 8.2.8 Extended Play times
 - 8.2.9 Termly fun sessions for the winning House Team
- 8.3 All Class Teachers will enforce the same positive consequences within class and around the school, to ensure our behaviour system is consistent for all children.
- 8.4 **Sanctions**
 - 8.4.1 At any time, a child may be moved straight to 'Stop' or given a red card or Head Teacher card, without going through the Traffic light system. If the occasion merits the card, then this is perfectly acceptable.

8.4.1.1

<u>Red Card</u>	<ul style="list-style-type: none"> • Working through the Traffic Light System • Play fighting that results in upset and/or injury • Deliberate name calling that results in upset • Addressing any member of staff inappropriately and showing disrespect • Swearing
<u>Head Teacher Card</u>	<ul style="list-style-type: none"> • Racist/Homophobic language used in any context • Extreme rudeness to any member of staff • Violence towards another child/staff member

8.5 Red Card Detentions will take place at:
 KS1 Break time [10:40 -10:55] & KS 2 Break time [11:00 -11:15]
 KS 1 Lunch time [12:00 - 12:15] & KS 2 Lunch time [12:30 - 12:45]
 The end of the school day [15:15 – 15:30]

8.5.1 When a child completes their detention, depends on during which session they receive the red card. Red cards given during Guided Reading/Phonics or Literacy will be completed at Break time; during Maths at Lunch time and during the afternoon sessions at the end of the school day.

8.5.2 It is the Class Teachers/TA's responsibility to escort children to their detention at the relevant time and inform members of staff who will be supervising.

8.5.3 **Detention Supervision**

Break Time (Hall)	Janet
Lunch Time (Hall)	Lunchtime Staff
After School (Designated area within own Classroom)	Class Teachers/TAs

8.5.4 At Lunch time, on completing the 15 minute detention, children will have their lunch and can then go out for the remainder of Lunch time.

8.5.5 Class Teachers must take responsibility for ensuring any detention is completed the following break time if parents disagree with children staying after school or they cannot be contacted in sufficient time.

8.6 **Head Teacher Cards**

8.6.1 If a child is given a 'Head Teacher Card' for more severe behaviour, then they must be escorted by a member of staff to the Head Teacher or SLT in her absence. The incident must first be discussed discreetly with the Head Teacher, who will then talk to the child and decide on any further action.

8.6.2 The Head Teacher will be responsible for deciding on the action/consequence needed, determined by the nature of the incident. This could be break and/or lunchtime detentions for the rest of the week or on occasion a child may spend an allotted period of time on an out of class exclusion. The length of time is determined by the nature of the incident. On these occasions, the Class Teacher must provide relevant and manageable work for the child to complete independently when out of class.

8.6.3 In conjunction with these guidelines, the Head Teacher has the discretion to change the punishment in accordance to the severity of the incident. In the Head Teacher's absence, the Deputy Head will deal with such cases.

8.7 **Exclusions**

8.7.1 The Head Teacher has the discretion to exclude a child from school when behaviour is deemed unacceptable. In certain cases where a child is verbally aggressive towards a member of staff, a one day fixed term exclusion may apply. If a child is physically violent towards a member of staff then a minimum two-day fixed term exclusion may apply.

8.8 **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when behaviour in the local community has a direct impact on the school/pupils at the school.

8.9 Every effort is made to ensure provision for all children to take part in educational trips and experiences. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

8.10 **Physical Intervention**

8.10.1 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

8.10.1.1 Causing disorder

8.10.1.2 Hurting themselves or others

8.10.1.3 Damaging property

8.10.2 Incidents of physical restraint must **always be used as a last resort.**

9. REPORTING PROCEDURES

9.1 It is the Class Teacher/TA's responsibility (depending on who gave the child the red card) to log the incident on CPOMs ,at the earliest convenience out of lesson times that day.

9.1.1 All staff have access to CPOMs and must ensure that all incidents are logged accordingly and the relevant members of staff notified and alerted .

9.1.2 Class Teachers must also ensure they follow up any subsequent actions they are alerted to through CPOMs.

9.2 It is also their responsibility to contact/speak to parents or carers to inform them of the incident. If a parent is not satisfied with the information provided, they can be directed to the next senior member of staff (as indicated below).

Point of contact with Parent	Senior Staff member
TA	Class Teacher
Class Teacher	SLT
SLT	Head Teacher

9.3 Parents must be informed of an incident and the subsequent consequences the same day. This must be done at the following times, where possible. If it is not possible to speak to a parent/carer in person, then a phone call must be made and an appropriate message left if unavailable.

Detention	Contacting Parent/Carer
Break time	End of the school day
Lunchtime	End of the school day
After School	Phone call in advance

10. PUPIL SUPPORT AND TRANSITION

10.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

10.1.1 The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

- 10.1.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 10.1.3 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 10.1.4 One Page Profiles are in place for children identified with SEND. All staff that have contact with the child is made aware of the One Page Profile and in particular the strategies to be used when the child is experiencing difficulties. Individual Behaviour Plans are also developed for identified children. Both IBPs and OPPs work alongside our whole school Traffic Light Behaviour system behaviour system.
- 10.2 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).
 - 10.2.1 In addition, staff members hold transition meetings where information related to pupil behaviour issues are transferred to relevant staff to ensure behaviour is continually monitored and the right support is in place at the start of the term or year.
 - 10.2.2 Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.
- 10.3 We seek to encourage a partnership of parents, children and the school working together. All stakeholders sign a Home School Agreement, at the start of each academic year in agreement of this partnership. All parents receive information regarding the school rules and expectations when their children start at Abbott and annually, as they move through the school. Efforts are made to keep the parents informed of any changes to behaviour or policy, and of their child's progress in school through continual feedback.

11. TRAINING

- 11.1 Our staff are provided with training on managing behaviour as part of their induction process.
- 11.2 Behaviour management will also form part of continuing professional development and will be revisited in conjunction with the policy throughout the academic year.
- 11.3 Members of SLT will receive training on the use of physical intervention.

APPENDIX A: Related Policies

School Policies:

ACPS-00... EYFS Behaviour Policy
ACPS-004 Physical Intervention
ACPS-00... Feedback Policy
ACPS-001 Safeguarding Policy
ACPS-016 Anti-Bullying Policy

DFE Guidelines:

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school

APPENDIX B: HOME SCHOOL AGREEMENT