



Federation of Abbey Schools

## Promotion of Good Behaviour Policy

## **Federation of Abbey Schools – Mission Statement**

*“Aim High, Work Hard, Achieve Together”*

### **Statement of principles**

At the Federation of Abbey Schools we want all children to be taught well and have the opportunity to learn, to be safe and happy throughout the day. To enable this to happen, all members of the school community (children, staff, parents and trustees) should demonstrate **respect, consideration, responsibility and honesty**, by:

#### **Respect**

- Valuing and listening to other people’s opinions
- Being polite and kind to each other and visitors
- Acting as good role models
- Treating each other fairly

#### **Consideration**

- Showing friendship and concern when someone is worried, hurt, upset or lonely understanding that we all make mistakes sometimes and need to accept or make apologies
- Challenging poor behaviour choices in ourselves and others

#### **Responsibility**

- Accepting that we are all responsible for our own behaviour choices thinking before we speak and act so that our words and actions do not cause harm
- Looking after our own and others property and taking care of the school buildings

#### **Honesty**

- Owning up when we do something wrong, without blaming others
- Ensuring that we can be trusted
- Encouraging others to be honest and to see ‘both sides’

#### **Our Promotion of Good Behaviour Policy is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught and supported by praise
- Classroom behaviour can change; teachers and support staff can assist children to manage their behaviour more effectively
- The school will work with the children, families and outside agencies to support children with behavioural needs

**Our aims concerning the promotion of good behaviour are as follows:**

- To work in a crucial partnership with children, all staff and parents to promote a high standard of behaviour throughout the school
- To develop in all pupils' responsible behaviour both towards themselves and others; showing consideration, courtesy and respect for other people and property at all times
- To promote and maintain a positive school climate in which children can develop and prosper by encouraging good behaviour and routines
- That trustees, staff and children work together to produce a code of behaviour that we can follow. It is important that parents with children starting school are aware of expectations in school and that children are continuously reminded of this. Consistency of approach is a necessity

**Expectations in school:**

- Try to understand the other person's point of view
- Always walk around school sensibly
- Be kind and speak politely to everyone
- Respect all adults and each other
- Keep the school clean and tidy so that we can be proud of it
- Take care of your own possessions and do not interfere with the possessions of others

**Expectations in class:**

- Listening to instructions
- Working quietly and sensibly
- Taking pride in your work and respecting the work of others
- Speaking politely to everyone
- Knowing about good listening behaviour
- Working together

**Expectations in the dining hall:**

- Talk quietly and queue sensibly
- Have good manners
- Be polite and considerate to lunchtime staff

**Expectations in the playground:**

- Share the play equipment
- When playing games take turns and follow the rules
- Listen to each other
- Listen carefully to all adults on the playground and follow instructions

**Speaking and listening expectations:**

- When talking to other children in the classroom I use my 'inside voice'
- When listening, I stop what I am doing and look at the person who is speaking to me
- I listen carefully and follow instructions

**Positive Behaviour**

We encourage positive behaviour at all times and reward this in many ways.

Strategies we use to encourage positive behaviour are listed below:

**Dojos** - Children earn class dojos for positive behaviour, showing consideration for others and positive attitudes to learning. At the end of each half term, dojos are added up and the top 5 pupils from each class receive a certificate.

**Lunchtime awards** - Each week a pupil in each year is selected by the lunchtime supervisors for an award for showing a positive attitude and good manners during lunchtime. The award is presented to the child at the Friday celebration assembly.

**WOW moments** - Sometimes pupils do things that staff feel need instant recognition. On these occasions, pupils will visit the SLT to communicate their achievements and they receive an instant head teacher's award in the form of a 'special sticker'.

**Pupil of the week** – Each week the class teacher chooses a child for pupil of the week. The award relates to the school motto: 'Aim High, Work Hard and Achieve Together'. The children's photographs are taken and displayed on the WOW wall.

**Half termly awards** – At the end of each half term each class teacher gives out two head teacher's awards for outstanding commitment or excellent progress in their class. The school councillor for each class will also give an award for a child who has been a real team player and supported others. These are presented at a special end of half term assembly.

**Team points** – Team points are given out by staff to pupils around school for being kind, well mannered and helping others. At the end of each term, the winning team receive a reward decided by the school council.

### **Unacceptable behaviour**

Staff may be required, on occasion, to deal with poor behaviour. Staff will always attempt to deal with behaviour issues in a positive manner and will use 'positive redirection' in the first instance. However, sometimes it is necessary for staff to follow the school's behaviour guidelines.

In the instance of low-level disruption the following steps will be taken by staff: (These are age appropriate with the infant staff using more visual methods.)

**Step 1:** Verbal warnings– staff will deliver a firm, clear verbal warning regarding the inappropriate behaviour, the second warning will inform the child if they continue with inappropriate behaviour then they will miss some playtime or lunchtime.

**Step 2:** Name recorded – staff will record the pupil's name or initials. The child will then miss 5, 10 or 15 minutes of their playtime or lunchtime if their poor behaviour continues.

**Step 3:** Time out – staff will administer a 'time out' in class where the pupil will be given up to 15 minutes (depending on the age of the pupil and nature of behaviour) to 'think' about their actions and how they will behave when they return to their seat/class. Pupils may be sent to a quiet area in their classroom, another class or SLT depending on the needs of the child and/or their behaviour.

### **Instant sanction**

In the following situations pupils will be removed from class and reflect on their behaviour with a member of SLT.

- Defiant behaviour (refusal to act upon instructions delivered by staff)
- Foul and abusive language
- Physical assault
- Racial, xenophobic, homophobic, discriminatory, threatening behaviour, (including against those with disabilities/medical conditions), hurtful actions or comments, child on child abuse
- Damage to school, staff or another pupil's property

Parents will be informed verbally and/or by letter depending on the nature of the behaviour. Pupils will always be given the opportunity to apologise to any affected parties as soon after the event as possible. In these instances, it may be that the parents of any affected parties are informed also.

Teachers and members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.

### **SEND**

Reasonable adjustments may be made for pupils with special educational needs and disabilities and specific behaviour programmes and strategies may be adopted depending on the needs of the child. Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Consideration will be given to whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm and if so staff will make links to the safeguarding and child protection procedures. The SENCO will work with the child, family, class teacher and other staff to support the child.

### **Persistent challenging or disruptive behaviour**

In cases where low level challenging or disruptive behaviour continues and/or there are a number of instant sanctions being administered, parents will be invited into school to discuss the matter and a personalised plan of action will be put in place to support a positive resolution.

### **Child on Child Abuse including Bullying**

Child on child abuse includes, but is not limited to:

- Physical and sexual abuse.
- Sexual harassment and violence.
- Emotional harm.
- On and offline bullying.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

*repeated, intended to hurt someone either physically or emotionally and can be aimed at certain groups, e.g. because of race, religion, gender or sexual orientation, medical conditions or physical disabilities. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger).*

The school's definition of bullying is in line with the above. In any situation where the school believes that a child's behaviour matches the school's definition of child on child abuse including bullying, the following steps will be taken:

- The head teacher and the class teacher will meet with all pupils involved and compile a full written report of events
- The report will focus on the actions of the individual/s and the distress that this has caused to the victim
- Parents and pupils will be asked to engage in discussion with the school

If the school continues to believe that Child on Child abuse including bullying has taken place, a clear and definitive message will be provided to the pupil/s and parents that child on child abuse including bullying is not tolerated and that this behaviour must cease immediately otherwise further action may be taken.

- This will be followed up by a formal letter.
- The situation will be closely monitored and reviewed.
- In-school and external support and advice will be offered to all parties throughout the process.

- The school is required to report instances of child on child abuse /bullying to the Local Authority however, no personal information will be stored or communicated.

Please refer to the school's Anti-Bullying policy for further information.

### **Screening and Searching of Pupils**

*The updated guidance for head teachers recommends procedures for searching pupils in the school's behaviour policy.*

- Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- Head teachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item in their possession or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used: a) to commit an offence, or b) to cause personal injury to, or damage to property of any person (including the pupil).
- An article specified in regulations: a) tobacco and cigarette papers; b) fireworks; and c) pornographic images.
- Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

### **Conduct outside the school premises, including online conduct**

Schools might sanction pupils for their misbehaviour outside school when:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school;
- They could have repercussions for the orderly running of the school;

- Their behaviour poses a threat to another pupil; or
- Their behaviour could adversely affect the reputation of the school.

### **Suspension/Exclusion**

As a final and last resort and when all other elements of the behaviour policy have been exhausted or in extreme circumstances, the Head Teacher may make the decision to suspend or exclude a pupil. Please refer to the school's Suspension/Exclusion Policy.

### **Role of the school staff**

School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement. They will record incidents on CPOMs immediately and report directly to the class teacher or head teacher. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

New staff will be provided with the school's behaviour policy upon induction. All staff will have regular behaviour management training. Behaviour management will be an important part of professional development for ECTs.

### **Role of the Head Teacher and the Board of Trustees**

Mr Jonathan Briggs (head teacher) is the lead member of staff with the responsibility for behaviour.

The head teacher is to ensure that pupils and staff comply with the behaviour policy agreed by the board of trustees.

The board of trustees is to ensure that the school's behaviour policy is successfully implemented by the head teacher.

### **Role of the parents/guardians**

To support the school's behaviour policy.

To support the school's expectations of appropriate and respectful behaviour of pupils using the school grounds at all times.



## Appendix 1 - Sanctions for inappropriate behaviour

The vast majority of incidents of inappropriate behaviour in classes will be dealt with using the class systems.

Below is a **guide** to the sanctions applied within our school community, although all incidents are treated on an individual basis.

Type of behaviour	Consequence
Not following instructions given by an adult in class or other areas of school	<b>Up to</b> 15 minutes loss of break
Being disrespectful to any adult working in school	<b>Up to</b> 15 minutes loss of break
Low-level physical or verbal aggression and swearing e.g. pushing, shoving, hitting	Loss of <b>up to</b> 1 lunchtime
Wilful damage or theft	Loss of <b>up to</b> 2 days break and lunchtimes and parents contacted
Physical aggression e.g. kick or punch that leaves a mark	Loss of <b>up to</b> 3 days break and lunchtimes and parents contacted
Racial/religious/prejudice comments	Loss of <b>up to</b> 3 days break and lunchtimes and parents contacted
Fighting	Loss of <b>up to</b> 5 days break and lunchtimes and parents contacted
Bullying	Loss of <b>up to</b> 1 week's loss of playtime and internal exclusion and parents contacted
Deliberate serious acts of violence to another pupil or serious acts of theft or vandalism	<b>Possible</b> suspension or permanent exclusion and parents contacted
Verbal/physical assault on a member of staff	<b>Possible</b> suspension or permanent exclusion and parents contacted
Peer on peer abuse including sexual violence or harassment	Case by case basis. <b>Possible</b> suspension or permanent exclusion and parents contacted