



**Sir Thomas Abney Primary School**

# **BEHAVIOUR POLICY**

# ***We all shine***

## **Our School**

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background that is personalised to meet children's individual needs.

At Sir Thomas Abney we expect a high standard of behaviour from all children, staff and parents. We believe that teachers should spend their time teaching and that children should spend their time learning and developing. This policy outlines the kind of behaviour we expect at all times and includes a set of rules, examples of rewards children can expect for following them and a series of consequences that will happen if children do not follow them.

These rules apply **all day every** day and in every situation-including the playground and school visits. All staff will use the school rules in as consistent a way as possible. This is to ensure the aims of the school are met.

This policy was updated to include the requirements of EYFS and the Inclusion Policy in the Autumn Term 2008.

## **The aims of the school are:**

- To promote and achieve high academic standards
- To foster and give opportunities for physical, social and emotional growth. This includes teaching children to be confident, self-motivated and self-disciplined.
- To develop caring young citizens who know right from wrong and who are able to make a positive contribution to society.

## **Children are expected to:**

- Attend school regularly and on time.
- Co-operate with everyone in the school.
- Be polite and courteous to everyone.
- Have care and respect for each other and their environment.
- Solve problems in a calm manner.
- Accept responsibility for their own actions and to accept reprimands and consequences.
- Respect each-others' differences with regard to ability, culture, religion, race, gender and sexual orientation.
- Treat the school's and other people's property with respect.

## **Parents and Carers can support the school and their children's achievements by:**

- Supporting the school in achieving the highest standards of behaviour from the children.

- Behaving in a way that sets a positive example to children.
- Valuing and celebrating their children's achievements.
- Ensuring that children attend school every day and that they are on time for the start of school at 8.55am.
- Ensuring that you can be easily contacted throughout the school day.
- Discussing any problems with class teacher, senior managers or the Headteacher in a calm, quiet manner.
- Discussing issues with their children, other parents and pupils in a calm, quiet manner whilst on school premises.
- Ensuring that their children are taught to respect each others' differences with regard to ability, culture, religion, race, gender and sexual orientation.

**All staff will:**

- Apply the school rules fairly and in a consistent way.
- Encourage and reward good behaviour.
- Set a positive example to children at all times.
- Remain calm and controlled when disciplining children and seek help when necessary.
- Remind the children of the consequences of inappropriate behaviour.
- Where possible, explain to a child what they have done wrong and why action is being taken.
- In consultation with the class teacher, communicate with parents by telephone, letter, note or face-to-face meeting where they have concerns about a child's behaviour.
- Alert a member of senior management team where they have concerns about persistently poor or worsening behaviour in a child.
- Always report violent or other serious incidents to a member of senior management team, as soon as possible after the event.
- Respect each other's and the children's differences with regard to ability, culture, religion, race, gender and sexual orientation.

**Reasonable Force**

All members of school staff have a legal power to use reasonable force. The term reasonable force covers the broad range of actions used by most school staff at some point in their career that involve a degree of physical contact with pupils.

The circumstances in which force might be used may be, but, are not limited to:

- staff physically separating pupils who are fighting
- if a pupil refuses to leave a room when instructed to do so

- to prevent a pupil from harming themselves or others

The staff and governing body work in accordance with the guidelines published by the Department for Education Use of Reasonable Force 2012.

# The Consequences of Unacceptable Behaviour

## - Guidance for Staff

At Sir Thomas Abney we believe that maintaining a high standard of behaviour is essential to children meeting their full academic and social potential. We want a school environment where children can feel safe and secure, where their views and beliefs are valued and they are listened to and are treated equally and where they thrive away from the pressures of the outside world. Our school rules provide a fundamental basis for such an environment. As a consequence, violent or abusive behaviour from anyone is unacceptable within our school grounds.

Staff should not feel that they should have to cope alone with managing poor behaviour in the classroom or in the playground. It can only be successfully tackled by adopting a consistent whole-school approach where we all have a role to play in maintaining a clear ethos for the school.

Staff should never feel that they have somehow failed if they have to ask for help in managing behaviour. Indeed, it is vitally important that the senior management are informed of situations where children are experiencing problems with their behaviour so that they can monitor the situation and assess the need for extra support. It is not in *any* child's long term interests for these issues to go unreported. Where children have Special Educational Needs and they are unable to meet the standard set in the school's behaviour policy then the Head of Inclusion must be informed.

This guidance aims to outline the consequences of poor behaviour so that it can be dealt with throughout the school in a clear and consistent manner. This not only aims to deal with major incidents such as fighting and abuse, (which should immediately lead to a child being sent from the classroom or playground). It also seeks to impact on persistent low-level behavioural issues such as calling out and talking, which can so easily impact on class teaching. *Any behaviour that is detrimental to other children's learning should not be tolerated!*

### **A Positive Framework**

The school promotes *positive* behaviour management for all children – praising and rewarding wherever appropriate. The behaviour policy does not preclude the use of initiatives by staff to promote a positive learning environment and good behaviour within the classroom and playground - positive incentives, team-building, circle time and peer pressure are all examples of strategies that that can help create the right framework for learning. Expectation of behaviour, and strategies for managing it, will obviously change with the age of the children.

We believe that the majority of children, most of the time, have a positive attitude to learning and good behaviour in class. Collective sanctions such as whole class punishments are therefore not to be used as they do not distinguish between those children who have behaved well and those who haven't, and are therefore not effective. On rare occasions whole classes may need to be kept behind to discuss important classroom issues.

Our aim is to ensure that all children are in their classroom learning throughout the day. Issues regarding unacceptable behaviour should be managed at playtimes and lunchtimes wherever possible. It is important that children do not miss out on their academic work and therefore should be sent to the office or kept in at play with work to complete.

It is not acceptable for children to be sent to stand outside a classroom as this has serious health and safety implications. The person in charge of the class has the responsibility to know where all the children are at all times.

If a child needs to be isolated from other children for poor behaviour then in the first instance this should be done within the classroom.

Alternatively, a member of support staff working within the class should take the child to work in another area of the school for a short period of time. If children are sent to a parallel class for 'time out', this should be for no more than 10 minutes and in most instances be recorded in the school behaviour books as a red card incident.

If this is not sufficient a note should be sent to the Learning Mentor or if they are not available, to a member of senior management asking to support the child in class.

As a last resort the child should be sent to the office. This may result in a phone call/letter home to arrange a meeting with the class teacher and a member of senior management.

We expect staff to remain calm and in control when disciplining children. Use of abusive language is not acceptable, nor is physical punishment. We expect staff to be in regular contact with parents, by phone, face-to face, or by sending a note home, if a child's behaviour is not acceptable or is deteriorating. They should also contact parents if behaviour has improved or is always exemplary.

#### **'Red Card System' for Classroom and Playground Behaviour Management:**

The standard that the school expects is outlined in the school rules. These cover most aspects of poor behaviour and form the basis of the behaviour policy. The rules should be prominently displayed in the classroom and children should be reminded of them. Breaking school rules should lead to the issuing of yellow and red cards and sanctions for doing so.

The school operates a 'red card' system. Children will be given 2 chances to change poor behaviour (two yellow cards). Any further poor behaviour will result in a red card. Children in the playground will be sent inside. The names of all children will be recorded and collated by the Learning Mentor at the end of the week. Serious incidents can lead to a straight red card

#### **Classroom behaviour management should follow the sequence below:**

1. A serious look from a member of staff or a verbal warning is given and the child offered choice to behave correctly.
2. The child is moved to a seat on his/her own and/or a 'yellow card' are shown and their name noted down.
3. Another incident of poor behaviour during the course of the day will result in another yellow card.
4. If poor behaviour persists, the child is shown a red card. The child's name will then be recorded in the phase behaviour book. It can also mean that they are asked to leave the class or playground and go to the Head teacher's office, depending on the nature of the behaviour. All red cards must be recorded in the phase behaviour book with sufficient detail and the parent will receive a telephone call, or letter if uncontactable, from the phase leader detailing the incident. In one half term, children will be required to miss all playtimes for one day if they receive a red card. If they receive a second red card they will miss all playtimes for two days. Parents will be required to attend a meeting with the Headteacher if their child receives three red cards. A behaviour plan will be put in place and the child will be sent to an alternative class for one day.
5. For serious incidents a straight red card can be given and children sent directly to the Head teacher's office.

6. Each class will have a 'behaviour book' where incidents should be recorded by the class teacher or teaching assistant.
7. Any member of staff sanctioning poor behaviour must resolve this with the child by receiving an apology or by issuing a consequence. Children must be aware that following an incident they have a 'fresh start' and can correct/modify their behaviour.

**Further strategies for dealing with more serious behaviour:**

1. The child is sent to the Head teacher. A meeting is arranged between class teacher, Head teacher, parent and child as soon as possible.
2. Extreme unacceptable behaviour will result in exclusion, e.g. violent behaviour.
3. Fixed term and permanent exclusions are seen as a final sanction and every effort is made to prevent them happening. All exclusions are monitored.

**Further strategies for dealing with children receiving yellow cards:**

1. Any child receiving 3 or more yellow cards in one week will be required to miss a playtime and will be given a warning.
2. If, in the next week, the child receives 2 or more yellow cards, they will be placed on report for one week and their parent will be informed.
3. If a child persistently receives yellow cards, a behaviour plan will be put in place.

## Foundation Stage

At Sir Thomas Abney, we have high expectations of pupils' behaviour in the Foundation Stage.

We acknowledge that children start school with a diverse range of experiences and different personalities. Starting school can be challenging for all children – especially if they are encountering a large group of children for the first time. In addition, when children start school they have to be ready to learn how to communicate and respond to new adults.

Children join the Foundation Stage on a part time basis. In Reception, when their Key Worker feels they have settled in, they will be invited to stay for lunch and/or the whole day. The child's behaviour and attitudes are crucial to the settling in process. We want all children to be happy and to feel safe coming to school. We have to ensure that they are ready to show some care and respect towards others and themselves.

Children are gradually introduced to the school rules and these are presented in a positive way, with an appropriate amount of explanation. A coloured rocket (green/yellow/red) displayed in the class is used as a visual aid for communicating expected behaviour. Much of the work on children's behaviour in the Foundation Stage is ongoing and forms an essential part of the EYFS curriculum (PSED):

### **Dispositions and Attitudes:**

- Support children in developing positive relationships by challenging negative action/comments towards others
- Teach children to use and care for materials and trust them to do so independently

### **Self-confidence and Self-esteem:**

- Anticipate the best from each child and be alert for evidence of their strengths
- Ensure that each child is supported in new situations

### **Making Relationships:**

- Establish routines with predictable sequences and events (and prepare the children if there are any changes)
- Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included
- Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn

### **Behaviour and Self-control:**

- Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others
- Demonstrate concern and respect for others, living things and the environment
- Involve children in identifying issues and finding solutions
- Help children to understand what is right and wrong – and offer explanations for boundaries
- Be alert to injustices and let children see that they are addressed and resolved

### **Self-care:**

- Praise children's efforts to manage their personal needs, and to use/return resources appropriately

Children are regularly observed and assessed on the above, and staff plan 'next steps' in response to the children's behaviour and attitudes.

Positive behaviour also underpins the 4 EYFS Principles:

- **A Unique Child** - (Child Development; Inclusive Practice; Keeping Safe; Health & Well-being)
- **Positive Relationships** - (Respecting each other; Parents as Partners; Supporting Learning; Key Person)
- **Enabling environments** - (Observation, Assessment and Planning; Supporting every child; The Learning (emotional) environment; The wider Context)
- **Learning and Development** - (Play and Exploration; Active Learning; Creativity and Critical Thinking; Areas of Learning and Development, PSED)

We recognise the importance of positive relationships in fostering positive behaviour. We aim to work closely with parents/carers to build respectful and caring relationships with all children and families.

### **Rewarding Positive Behaviour in the Foundation Stage**

- We aim to ensure that each child in the Foundation Stage receives verbal praise and encouragement from an adult EVERY day.
- Stickers, smiley faces and certificates are given out regularly. When they are ready, Reception children will attend weekly achievement assemblies.
- Good behaviour is shared regularly with parents/carers and held as an example to other children. Children's names will be put on the green part of the rocket for exceptionally good behaviour – which will be shared with parents/carers.
- Class/group rewards – e.g. marbles in a jar

### **Dealing with unacceptable behaviour in the Foundation Stage**

1. Children are reminded of the positive behaviour that is expected
2. A brief explanation is given of why this is important
3. If the unacceptable behaviour continues, the child will be redirected to another activity
4. If the behaviour continues, or if a child hurts another child, then the child will be asked to sit in a 'Time Out' chair (for 1 minute for each year of their life). Their name will be put on the yellow part of the rocket (displayed in class).
5. The child's name will be displayed on the red part of the rocket and their parents will be told about their unacceptable behaviour at the end of the day.
6. In cases of extremely unacceptable behaviour, or where there is little improvement, parents/carers will be called to attend a meeting with the child's Key Worker and a member of senior management. At this meeting, we will agree a way forward to support the child.

# What Happens if I Break School Rules?

## Guidance for children

### Why Are School Rules Important?

At Sir Thomas Abney we want children to perform to their highest ability. This can only happen if you show the correct behaviour for learning – listening well, doing as you are asked and respecting the school, staff and other pupils. We expect you to be calm, polite and considerate at all times, and in return you will be treated the same way by staff and rewarded for your good behaviour.

The school rules are there to make our school a safe and happy place – they are not to be broken. If you misbehave and you are asked by a member of staff to stop, you will be given 2 chances to improve (2 yellow cards). If the poor behaviour continues you will be shown a 'red card' and you will be sent straight to a member of senior management and your name will be recorded in the phase behaviour book. Your parent/carer will be informed. You will also lose playtime and be expected to make up any work that you have missed.

### What Happens If I Misbehave or Break School Rules?

You will be given a clear choice about how to behave and we expect you to be responsible and make the right choice. Good behaviour will be rewarded. If you don't make the right choice these are the steps that **will** be followed:

1. I will get a serious look from a member of staff or a verbal warning and given a choice to behave correctly.
2. If I continue, I will be moved to a seat on my own and/or shown a 'yellow card'. My name will be noted in the behaviour book.
3. If I still misbehave I will receive another 'yellow card' and I will have another mark put against my name in the behaviour book.
4. If this happens again at any time during the day I will be shown a 'red card'. This will be recorded in the class/phase behaviour book.
5. If I am shown a red card my parent/carer will be called and I will miss all my playtimes for one day. If I am shown a second red card, I will miss all my playtimes for two days. If I am shown three red cards my parent/carer will be asked to meet with the Headteacher. I will spend one day in another class and I will receive a plan to improve my behaviour.
6. If I am shown three or more yellow cards in one week, I will miss a playtime and be given a warning.
7. If I am shown two or more yellow cards in the following week I will be put on report for one week.

### If my behaviour is extremely unacceptable:

1. I will be given a 'red card' straight away. I can be given a red card for violent behaviour, swearing at others, damaging school or others' property, repeatedly ignoring instructions.
2. Violent or abusive behaviour will not be tolerated. Parents will be called immediately to discuss.
3. Behaviour that seriously contravenes the behaviour policy and/or causes serious harm to others will result in exclusion.

## Rewards and Encouragement – Guidance for All Staff

At Sir Thomas Abney we expect high standards of behaviour and academic achievement from *all* of our pupils. Our behaviour policy emphasises the need to praise children for a positive effort made in their academic studies and/or their behaviour. We also wish to praise and reward those children whose behaviour and effort is *always* to a high standard. These children should not be made to feel that their behaviour goes un-noticed.

Staff should draw from the range of rewards and encouragements outlined below to encourage children to reach their full potential. They should be used fairly and not under or over-used. We expect children to 'earn' their praise and to feel that they have done something well when they receive their reward. Emphasis is placed on all children being praised and rewarded.

- Praise from the teacher verbal, non-verbal, written
- Reward of a green card leading to individual medals
- class prizes
- House points, the collection of which may result in a green card
- Child to present work to the whole class
- Visits to other classes, the school office, the Assistant Headteachers and Headteacher to show good work and praise good behaviour
- Stickers, stars and certificates (2 children each week) for good behaviour or academic achievement
- Setting individuals targets (IEP)
- Class targets leading to a negotiated treat (targets agreed by teachers, support staff and children in each class) e.g.: extra playtime/ class party etc
- Use of 'Golden Time' (20 mins) - A reward system based on children's choice, e.g. computer time, board games, that takes place on a Friday afternoon. Children may lose some of their time depending on their behaviour.
- Key Stage and whole school Achievement Assemblies.
- Giving children responsibilities – taking registers, etc.
- Giving specific curriculum rewards e.g. in literacy, numeracy or science for hard work and progress
- A word from the teacher or a note or letter home to parents or carers informing them of their child's achievements.

## Rewarding Great Behaviour!

**At Sir Thomas Abney School we celebrate when our children work well and perform to the best of their ability. We will reward outstanding effort and great behaviour with:**

- Green cards will be awarded for exceptional behaviour or work.
- House points awarded for good behaviour or work (your teacher may allow you to collect house points to get a green card!)
- Praise from your teacher and your name on the board
- Stickers, stars and certificates
- Visits to the Deputy Headteachers and Headteacher, other classes, or the school office to show good work and praise good behaviour
- Whole class rewards such as extra playtime!
- 20 minutes 'Golden Time' on a Friday afternoon
- Achievement Assemblies
- Extra responsibilities like taking the registers etc...
- Giving specific curriculum rewards e.g. for hard work and progress in literacy, numeracy and science
- A note or call home to your parents/carers when your work or behaviour has been outstanding



Sir Thomas Abney Primary School

## School Rules

- **We will do as we are asked by all adults working in the school**
- **We will walk quietly and sensibly around the school**
- **We will look after our school**
- **We will respect each other**
- **We will respect the school's and other people's property**