

Abbotskerswell Primary School

Behaviour Policy

(Including Exclusions and Restraint)

Date of publication and adoption by governors: 24.5.21 Review date: May 2022

Rationale

When children come to school they come with the varied expectations and strategies adopted at home or in their community to promote good behaviour. We take responsibility for managing the behaviour of our community during the school day and aim to instill an intrinsic sense of self-control and responsibility that will provide children with skills to successfully navigate their way through life in a positive manner.

This policy supports the school philosophy that centres on helping children and staff to be happy, respectful, responsible and successful. An essential part of this policy is that children are actively involved in agreeing the Golden Values.

Guidelines

All children are expected, according to age and experience, to conduct themselves in and out of school in a thoughtful and polite manner. Awareness and adherence to social customs and to rules will be expected and clearly modelled by adults and other children throughout the school, as will the school philosophy.

Children and adults will be expected to be polite and courteous. They will show consideration and respect for the rights and needs of others within the school and wider community. Children will be encouraged to be comfortable with these adults in school and develop relationships with them and vice-versa. These POSITIVE RELATIONS are the backbone of our well balanced school.

Golden Values

Our behaviour policy is centred on our 4 Golden Values which have been created in conjunction with the children and staff to reflect our school philosophy of being *happy, respectful, responsible and successful*.

1. We are a team and a community (*happy*)
2. We respect ourselves and others (*respectful*)
3. We take responsibility for our own actions and learning (*responsible*)
4. We try our best because we want to be successful (*successful*)

Positive Praise

At Abbotskerswell we believe children need a positive and supportive ethos to encourage them to thrive. Our policy is one of creating positive relationships between all stake holders. We seek to recognise those children who consistently follow our school rules and keep our school values, and that in itself is a reward. As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour which in turn helps to promote a happy secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal

growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life. This can include previous teachers, support staff and especially parents. The school also recognises good behaviour by celebrating successes in Thursday Praise assembly, half termly Golden Time activities, end of term rewards, house points and inclusion in the Golden Box.

How school staff supports positive behaviour

All adults working in the school are expected to be consistent, firm and fair in promoting good standards of behaviour throughout the school. We know that effective working relationships are based upon clear expectations, mutual respect and regular praise. We create a climate where children understand that they have a choice in how they behave and adults actively support children in making 'good' choices and being responsible for their own actions. If an incident occurs, it is the behaviour and the 'poor choice' that is discussed with the child and a dialogue is had to enable the child to understand the appropriate behaviour or response that is expected and why i.e. the impact good/poor choices has on the individual learner, their peers and their teachers in relation to teaching, learning and progress and/or the well being of themselves and/or others. All staff model how to talk and interact with others with respect and compassion. Children are taught how to talk and listen to each other and to explore feelings so that they are able to develop emotional intelligence, empathy and sensitivity. We use 'circle time' and 'circle of friends' sessions to work on these issues with support from SMSC (Spiritual, Moral, Social and Cultural) materials as appropriate. We also plan our curriculum to include the development of learning and social behaviours. Lessons are planned, pitched and matched to the needs of every child, to ensure that children are actively engaged throughout their learning time. This ensures low level disruption is eliminated.

The Home School Agreement

We reinforce the collective school philosophy through our Home/ School Agreement.

The House Point System

We operate a house point system whereby each child is allocated to a house and can earn points for their house by demonstrating any of the Golden Values. These points are displayed in the form of a chart in the hall and totalled each week. The result is shared with the children in assembly and the wider community through the newsletters, school display and website.

Termly Learning Themes

Each term there is a learning theme that supports our school philosophy and runs through all activities. Whole school assemblies and class assemblies provide a focus for the theme which is then developed and woven into the whole curriculum. These themes support essential British Values and provide an opportunity for developing the spiritual, moral, social and cultural development of children. As a school we follow Jigsaw for our PSHE, which is a mindful approach.

The themes for each ½ term are:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (purple) and one is based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

Positive reinforcements

1. Golden Time – a half term special half day activity.
2. Praise Assembly - Friday afternoon - celebrating achievements of individuals from each class when parents are welcomed in.
3. Those children with the most House Points (providing that they have not received any yellow or red cards) get their name entered into a special box. At the end of each term, names are drawn out of the box and these children receive a special gift token provided by the PTFA.
4. An end of term reward such as a theatre performance/workshop/special trip for those children who have received 3 or less yellow cards over the previous half term and no red cards over the length of the term.
5. Opportunities for children's views to be heard via class circle time, circle of friends, thrive activities, class assemblies and school council meetings.
6. The teaching of positive strategies for conflict resolution.
7. The use of praise and informal recognition by all staff.

Around the School

1. Children will be taught and expected to treat the school and its community with care and respect.
2. There will be calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.
3. THRIVE: Key children will be identified and a consistent approach applied to them by all staff across the whole school day.

Behaviour Expectations

1. All children have contributed to the formation of the school's Golden Values and have signed up to agree to abide by them. They will be displayed across the school and in all classrooms. These will continue to be expressed and expected, positively modelled and praised throughout the academic year. All children and adults will be valued and respected for their positive contribution to the community.
2. A yellow card / red card behaviour system is in place across the school.
3. A house point record sheet is in place for each class.
4. No child or group of children will be allowed to prevent another from accessing learning or from feeling secure and happy in that environment.
5. We will provide opportunities for children to develop further their social skills. Classroom management will also encourage and support co-operative working situations to promote community dynamics.
6. When appropriate, groups of children will be given specific responsibilities of a social and physical nature with the aim of further developing their sense of community spirit and maturity. For example, some children help with lunch registers, some are sports leaders and Year 6 model expected behaviour in assemblies and as such have the privilege of sitting on benches rather than the floor in the hall.

Use of Reasonable Force

- Physical restraint may be used if a child or adult is in danger of harm. For example, if children are found fighting or a child is refusing to leave a room where he represents a risk to others.
- Force will not be used as a punishment.
- Parents will be informed when physical restraint has been used on their child.
- Incidents of physical restraint will be recorded in the school behaviour log book.
- Further guidance can be found on the DfE's Use of Reasonable Force document.

Procedure for what happens before School

1. The school gates are open from 8.45am and the school day commences at 9.00am.
2. The headteacher will normally be on the gate to meet and greet children and parents.
3. Parents are welcome to pass on notes or exchange brief information with teachers. (For discussions that require more time, they are to arrange a mutually convenient time after school one day.)

Wet Playtimes

When it is a very wet playtime, children should stay in their class with adult supervision at all times.

Play Equipment

At playtimes and lunchtimes, play equipment will be available to enrich play activities and older children will be school sports leaders who will run activities with younger children.

Lunchtime Procedures

- Adults actively engaging with children will facilitate good behaviour and positive relationships.
- Each MTA will help organize engaging play times.
- MTA to give out the yellow or red cards after discussion with the class teacher.
- Where warnings/yellow cards are given, the member of staff will enter this onto cpoms, which is the school tracking system.
- Children who follow the Golden Values may be awarded further privileges.
- Incidents of unacceptable behaviour to be recorded in the behaviour incidents log (cpoms)
- Play equipment is made available to children.
- MTAs facilitate courtesy and table manners when eating, organise games at other times and act as positive role models to support children's interactions and social skills.

Wet lunchtimes

Children return to their classrooms after their lunch where they are supervised by MTAs and can access wet play equipment and other resources as decided by staff.

After School

1. At the end of the school day, children are expected to leave the school promptly. All children and parents are expected to be off site by 3.45pm, so that the site is safe for after school clubs.
2. If they are attending after-school organised activities, they must leave the premises as soon as the activity is completed in accordance with pre-set arrangements. Reception and KS1 children will not be allowed to walk home unsupervised and KS2 children will only be allowed to do so with parental permission.

After School Clubs

Unsuitable behaviour at after school clubs may result in children being temporarily or permanently excluded from after school clubs.

Examples of unacceptable Behaviours

- Distracting other children from learning
- Answering back/ being cheeky/ being rude
- Disobey instructions
- Being untruthful
- Name calling and using bad language
- Causing careless damage
- Not joining in with learning without good cause
- Causing harm through carelessness
- Showing disrespect to others
- Acts of violence- kicking, hitting, fighting biting etc.
- Use of direct verbal abuse/ bad language/racist comment to any member of the school community
- Using homophobic language
- Sexual abuse (see Brooks traffic light guide) -
https://www.proceduresonline.com/manchester/cs/user_controlled_lcms_area/uploaded_files/Brook%20Traffic%20Light.pdf
- Harmful sexual behaviour eg sexting, pornography, upskirting
- Inappropriate use of the internet and social media
- use abusive, threatening behaviour towards others
- Using bullying behaviour (See also the Anti-Bullying Policy)
- Using dangerous behaviour
- Stealing
- Vandalising the school buildings/property
- Using aggressive, violent behaviour with intent to cause deliberate injury
- Leaving the school grounds without permission

The list is not exclusive and there may be other behaviours to be dealt with which are not listed here

Sanctions

Despite focusing on the positive sides of behaviour management, we recognise that there will be times when a clear structure for managing unacceptable behaviour will be required. All children will be made aware of this sanction policy and will clearly be made aware of its purpose and function. This sanction agenda will be followed by all staff and applied to those children for whom it is appropriate. It is good practice for staff to spend some time reflecting on an incident before issuing a sanction. Conversations with colleagues are a good way of doing this. ***Children will be made aware that sanctions are for the behaviour and not the child. Children are not allowed to disrupt the learning of others.***

When to give out yellow and red cards

1. For low level negative behaviour (e.g. talking at an inappropriate time), a child will receive up to 3 verbal warnings. On the fourth occasion, this results in a yellow card.
2. Warnings will be given for separate incidents.
3. Yellow cards can be issued without prior warning for higher level negative behaviour (e.g. low-level swearing, rough play, refusing to follow reasonable instructions).

4. Red cards will be issued after a child receives their fourth yellow card in one week.
5. Red cards will also be issued for severe negative behaviour (e.g. bullying and unprovoked physical violence).
6. Yellow cards will be re-set to zero at the start of each new half term.
7. Red cards will be re-set to zero at the start of each new term.

The consequences of receiving yellow and red cards

1. 1 yellow card will mean a note home to parents and it will be the child's responsibility to explain why they received it.
2. 1 yellow card will result in the child missing the next play time. At this time they will be expected to sit next to the duty member of staff.
3. 2 yellow cards in one half term *might* mean the child misses that end of half term reward whether it be the Golden Time activity or the special end of term reward. This is at the discretion of staff following a collective discussion.
4. 3 yellow cards in one half term *certainly* means that the child misses that end of half term reward whether it be the Golden Time activity or the special end of term reward.
5. 3 yellow cards in one half term will mean that parents are invited in to discuss their child's behaviour.
6. 1 red card means the child will miss the end of term special reward and their parents will be invited in to discuss the behaviour.

Support

All children involved in a negative incident will receive support if they need it. This might be at a low level such as a conversation with all involved. It might include support through out Thrive programme. Individuals might also be targetted through the class provision map or by use of an individual care plan. Support will be bespoke and is a key component to our work.

Exclusions

In cases of severe or persistently challenging behaviour, the Headteacher will make a decision whether to exclude the child.

If the decision is made to exclude the child, the Headteacher will, without delay, notify parents of the period of the exclusion and the reasons for it.

The headteacher will, without delay, notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

Sanctions in the Playground

1. The same system for issuing yellow and red cards is followed as above.
2. Staff may also allocate children to a named adult for a short period of time to help children calm down.
3. Children may be moved removed from games which they are not engaging in positively.
4. A child can be sent to sit with a teacher / Headteacher if required.

Bullying

At Abbotskerswell we work hard to keep our school a safe place to be. We follow Devon's advice on the recognition of bullying.

Bullying is: any deliberate and normally persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

Bullying is not tolerated in our school. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.

Instances of bullying will be recorded in the Bullying Incident Log (cpoms) which will be monitored by the Headteacher.

See the Anti-bullying Policy for further details.

Links to other safeguarding policies

This policy is part of our commitment to safeguarding children. It should be read and interpreted in conjunction with the following policies and procedures that promote safeguarding.

1. Child Protection and Procedures
2. Anti-bullying
3. Attendance
4. E-Safety
5. Health and Safety
6. Equality
7. Outdoor Education
8. Staff Discipline
9. Staff Code of Conduct
10. Staff Grievance
11. Whistle Blowing
12. Data Protection

Abbotskerswell Primary School
Strategies for Whole School Positive Behaviour Management

Appendix to Behaviour Policy.

These strategies form part of the school's behaviour policy and should be read in conjunction with it. They help achieve consistency between staff and help pupils to know the expectations of the school.

At the core of our approach is to promote and develop, mutual and self-respect within pupils. We wish to encourage good manners and an awareness of how actions impact on others. This links clearly with our school Golden Rules and Mission statement. Pupils need to be reminded and praised for good behaviour at all opportunities. It is the responsibility of all staff to do this, whatever their role in school.

Step 1

- The first step is to promote and reward good behaviour. There are lots of ways of doing this; verbal praise, giving out Housepoints and rewards. Remind children on the manners that you expect to see. Praise them for moving around the school correctly, playing well with each other, etc.
- Catch them being good!**

Step 2

- When problems have arisen, the first step is to discuss the behaviour with the child, listen to both sides if it involves more than one child and ensure apologies are given. Often this is enough to remind children of what is expected.

Step 3

- When the above is not appropriate, implement and follow the behaviour management policy and steps below.



Differentiation

- As with learning, some pupils require a very different approach to that outlined above. In this case it will be detailed in their EHCP / Behaviour Care Plan / provision map. There may also be times when, at the headteacher's discretion, different stages of the strategies are applied in relation to circumstances.

Abbotskerswell Primary School

BEHAVIOUR POLICY

COVID-19 Appendix – Applicable from June 2nd 2020

As more children return to school following their enforced absence due to the temporary school closure, there is a need to make adjustments to our existing policy. These changes are needed to ensure the risk to pupils, staff and families is kept to a minimum.

If a child is unwell, or showing the symptoms of Covid-19 (as defined by current government guidelines) or the school has information that parents are not following current government guidelines, we will expect the child to remain at home and we would offer provision and support remotely, informing relevant partner agencies through the Early Help triage process. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom-free child to return to school. School leaders will use their professional discretion, working with any partner agencies and LA officers should other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children.

The below list, whilst not exclusive, shows the areas where we are expecting all children to adhere to new rules during this time:

- Following any altered routines for arrival or departure
- Following school instructions on hygiene, such as handwashing and sanitising
- Following instructions on who pupils can socialise with at school
- Moving around the school following specific instructions (for example, one-way systems, out of bounds areas, queuing, lunch routines)
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- Telling an adult if they are experiencing symptoms of coronavirus
- Rules about sharing any equipment or other items including drinking bottles
- Amended expectations about break & play times, including where children may or may not play
- Use of toilets and cloakroom facilities
- Clear rules about coughing or spitting at or towards any other person

Sanctions

The application of all sanctions are determined by the age of the child and their ability to understand and respond to any changes to the rules as outlined above.

- A verbal warning is given to the child by an adult who will clearly and calmly explain how the rules have been broken (A record of this will be put on to CPOMS by the member of staff)
- On a second breach of the rules, the child is spoken to by the headteacher and the child's parents are informed of both incidents that have occurred.
- On a third breach of the rules, the school will risk assess and consequently develop a school-based plan designed to meet the pupils needs, reduce the risk of incidents occurring and which considers the safety and wellbeing of the pupil themselves, other pupils and school staff.

Our aim as a school is to never exclude a child or young person, however, where there is a significant breach or persistent breaches of the school behaviour policy (and where allowing the pupil to remain in school would seriously increase the risk of infection of other pupils and staff in the school):

- A reduced timetable and/or a fixed term exclusion would be considered.
- If necessary, for the good of the majority of children in the school, the governors will consider the permanent exclusion of a child for whom a temporary exclusion has not proved sufficient for the unacceptable behaviour to stop. In either case the decision of the headteacher/governors is subject to the Local Authority's Appeals Procedure, a copy of which is available from school on request.

At every stage we will maintain close communication with parents and carers.

We are not making any changes to our rewards system at this time and we will continue to use positive reinforcement as our main behavior strategy.

The above is an appendix to our behaviour policy, this will be constantly reviewed and updated if needed. When it is deemed that it is safe to do so and school returns to its normal routines this appendix will be removed.

Adopted on 1st June 2020