

Abbotskerswell Primary School

Behaviour Policy

(Including Exclusions and Restraint)

Date of publication and adoption by governors: 17.10.19 Review date: October 2020

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.

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.

Positive reinforcements

1. Golden Time – a half term special half day activity.
2. Praise Assembly - Thursday 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 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, 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 8.50am 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.
- Jan Ray is in charge of organising engaging play times.
- MTA to give out the yellow or red cards after discussion with the class teacher.
- Children who follow the Golden Values may be awarded an early lunch ticket.
- Incidents of unacceptable behaviour to be recorded in the behaviour incidents log.
- 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.
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.

Sanctions

Despite focussing 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 3 verbal warnings. On the fourth occasion, this results in a yellow card.
2. 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).
3. Red cards will be issued after a child receives their fourth yellow card in one week.
4. Red cards will also be issued for severe negative behaviour (e.g. bullying and unprovoked physical violence).
5. Yellow cards will be re-set to zero at the start of each new half term.
6. 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 which will 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.

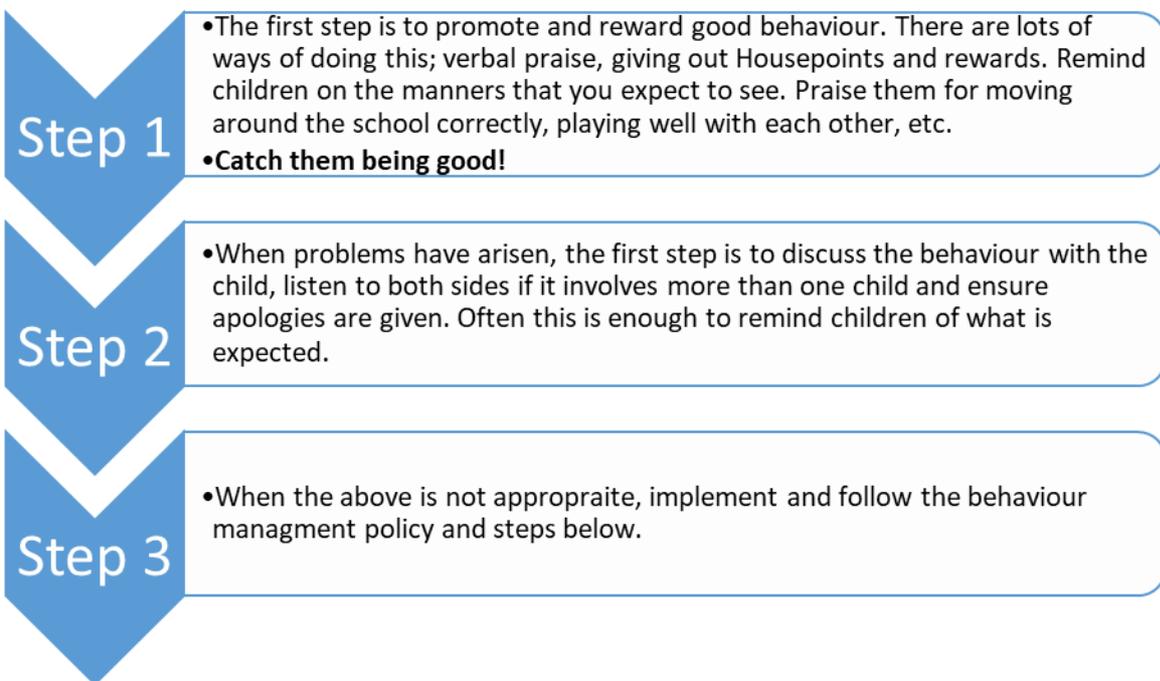
1. Child Protection and Procedures
2. Anti-bullying
3. Attendance
4. E-Safety
5. Health and Safety
6. Equality
7. Outdoor Education
8. Staff Discipline
9. Staff Code of Conduct
10. Staff Grievance
11. Whistle Blowing
12. Data Protection

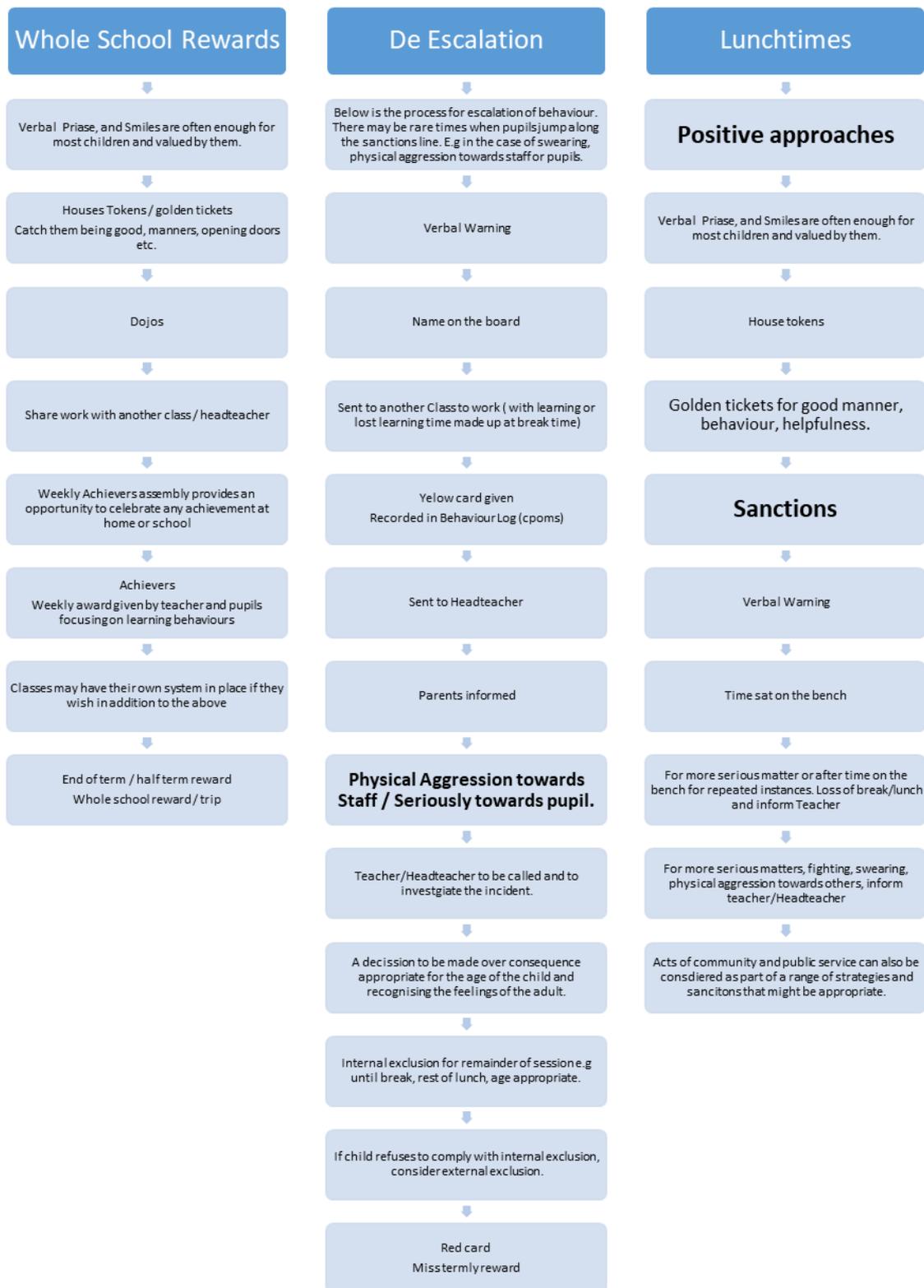
Abbotskerswell Primary School
Strategies for Whole School Positive Behaviour Management

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.





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.

