



Abacus Primary School

Behaviour Policy

Written By: The Senior Management Team
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Introduction

Abacus Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging children to take responsibility for their own behaviour.
- Explaining unacceptable behaviour.

Approach to behaviour

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behavior in order to eliminate undesirable behaviours.

Our setting has adopted a whole setting approach to behaviour, using trauma informed practice. Behaviour is understood neuro-scientifically as a communication of unmet need or as an adapted, defensive response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour. We expect staff to work hard as 'stress detectives' to identify the need and provide developmentally appropriate support, removing barriers to learning and promoting engagement.

We aim to focus on encouraging POSITIVE LEARNING BEHAVIOUR. We believe praise is the most powerful form of influencing children's behaviour.

In normal circumstances, the control and discipline of the children is the responsibility of the teacher supervising the class, playground, assembly etc.

Cases of unacceptable work and inappropriate behaviour should be dealt with by the teacher present at the time it occurs.

More serious issues will be dealt with by Senior Management, Deputy Headteacher/SENCo or the Headteacher.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decision.

As part of promoting positive behaviour, we promote British values in our everyday practice:

When thinking about and supporting behaviour and relationships, we take account of the following British values:

- **Democracy - Learning about and taking an active role in making decisions together**

Fairness and equality. We encourage children to see their role in the bigger picture, helping children to know their views count, showing consideration for other's opinions and values. We capitalise on opportunities for talking about feelings, e.g., when children do and do not need help and to develop inquiring minds in an atmosphere where questions are valued.

We demonstrate democracy in action whenever we can e.g., children sharing views on what song to sing next with a show of hands, turn taking or toddler pointing. Staff support the decisions that children make and provide a wide range of activities that involve participation, sharing and collaboration as part of group, to enable them to develop social skills. As part of positive behaviour management, we promote non-violence and encourage children to deal with conflict peacefully, including opportunities

for children to contribute to decisions about accepted behaviour where age/ stage appropriate.

- **Individual liberty - We have the right to believe, act and express ourselves freely and the freedom to make our own choices.** We encourage children to develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.
- **Mutual respect and tolerance - We should treat others how we want to be treated, we should respect each other, and different opinions:** We recognise that codes for interacting with people vary between cultures and require all children and practitioners to respect themselves, other people in the community including those of different faiths and backgrounds, and the setting environment. Practitioners and children's relationships are built on mutual respect and trust, strengthened through staff acting as positive role models who offer guidance and support when children struggle with conflict and emotional situations.
- **Rule of law - We are all expected to follow the law, and other rules:** We aim to promote the development of a sense of right and wrong. As children develop, they learn about boundaries, the difference between right and wrong, and consider the views and feelings, needs and rights of others. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviour. Boundaries are set in a way which helps the child to develop a sense of the significance of their own behaviour which encourages self-discipline. We keep rules to a minimum and ensure that these are age and stage appropriate.

Trauma Perceptive Practice (TPP)

An understanding of trauma and childhood adversity underpins our approach to all relationships within our setting community. We are committed to ensuring that our setting develops a trauma and mental health informed approach, and that all children and practitioners develop positive mental health and resilience which enables them to fully engage in life and learning.

The (TPP) values are:

- **Compassion and Kindness (instead of blame and shame),**
- **Hope (instead of hopelessness),**
- **Connection and belonging (instead of disconnection).**

Our setting uses these pillars of practice to outline our approach for positively supporting behaviour:

1. Consistent calm adult behaviour
2. Consistency in routines and boundaries
3. Restorative practice
4. Supporting challenging behaviour with dignity
5. Working together with Parents and partners
6. 'Stress' detecting

At our setting, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism.

In line with the TPP values staff have also been trained in Positive Behaviour Support, de-escalation and defusion strategies as well as techniques to reduce the use of physical restraint. However, senior staff are trained in best practice and individual staff will be trained where appropriate for physical restraint where it might be needed to keep a child safe. (Price Training)

Home/school Partnerships

The school works collaboratively with parents, so pupils receive consistent messages about making positive choices in managing their behaviour at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour. If a parent is contacted to attend a meeting around their child's behaviour, it is expected that parents will attend and take a full part in the conference.

If the school has to use reasonable sanctions in order to deal with an incident of unwanted behavior or dysregulation we respectfully request that parents support the actions of the school, this is particularly important when discussions including your child are had so that mixed messages are not received.

If parents have any concern about the way that their child has been sanctioned, they should initially contact the Class Teacher. We ask that these queries be raised without your child present for the reasons stated above. If this contact does not resolve the issue, parents are invited to make direct contact with the Deputy Headteacher or Headteacher.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Establishing an effective partnership

Parents or carers are often only contacted when there is a problem at school and this can cause pupils to think that their parents only come in when they are in trouble. We aim to communicate with you for positive reasons and to celebrate your children's achievements. A real partnership not only avoids this negative perception; it also establishes a positive relationship between school and parents or carers that helps to bolster a child's confidence.

Class rules

All classes will have their class rules displayed in their classroom, along with their class charter.

Good behaviour and positive attitudes toward learning should be rewarded at every opportunity. Rewards may include the following:

- House points
- Stickers
- Children who produce good work can be sent to the Headteacher or Deputy Head Teacher.
- Verbal Praise.
- Text sent to parents.
- Children share work with subject leaders.
- Star of the Week Award
- Headteacher's Award
- Whole class choosing time

(The above list is an example of some of the rewards and recognitions which we use as a school. There may be times when individual classes introduce different behaviour/reward systems throughout the school year, dependent upon the needs of individual classes)

Stages

- The school uses a staged approach to behaviour with consequences for their behaviour. This also includes recognizing good behaviour. This supports children to know and understand the repercussions of bad behaviour choices and their rewards for good attitudes and learning behaviours.
- Stage 1 is a reminder/warning or time in class to complete homework, schoolwork or talk things through with an adult.
- Stage 2 may involve a phone call to parents or a missed playtime or other sanctions dependent upon the action or behaviour
- Stage 3 may result in time spent with a member of the Senior Management Team and parents informed.
- Stage 4 may involve detailed discussions with parents and a follow up and the involvement of other agencies, which could result in Internal or External exclusion. Children who become frequently dysregulated may be given an individualised consistent behavior plan which will be shared with parents at a meeting. 5 Star Behavior Analysis may also be completed.

| Action | Consequence |
|--|---|
| Good sitting and listening Showing respect to all adults Treating school property with respect Being polite to visitors Following school rules and class charters Being a good role model Being kind and a good friend to others | House points Star of the day/week 'Caught you being good voucher' Lunchtime raffle ticket Individual praise Text sent to parents Postcard sent home |
| Not completing homework/class work on time | Time will be given during break/lunchtime for homework/classwork to be completed |

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| Preventing classmates from learning e.g. continuous low-level disruption where warnings have already been given | Time out within own class, or in a different class for persistent and ongoing problems |
| Disrespecting a member of staff or pupil at break and lunch times | Stand with an adult on the playground and discuss behaviour until child is ready to rejoin their peers |
| Rough play | |
| Throwing objects in anger/destruction of school property Using offensive language Hitting/punching/kicking/ spitting/biting | Time spent with a member of the Senior Management Team. Parents to be informed (text or phone call) Possible internal exclusion Possible external exclusion |
| Throwing objects to intentionally cause harm | Possible internal exclusion |
| Physically harming a member of staff | Possible external exclusion |

Lunchtime Behaviour

- Mid-day Assistants are responsible for managing the behaviour of pupils at lunchtimes, following the guidelines set down in the school's Behaviour Policy.
- Positive behaviour is rewarded by praise, stickers and raffle tickets.
- Incidents of inappropriate behaviour are reported to a member of Senior Management and an incident slip is completed. In the case of a very serious incident, a member of the senior leadership team should be immediately informed.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline behaviour which occurs beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school run or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school including on social media
Posing a threat to another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the schools including on social media.

In the incidences above, the Headteacher or Deputy Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

SENCO involvement

At any stage, the class teacher, Senior Manager or Headteacher can refer a child to our SENCo, where support from outside agencies may be required.

Out of School Behaviour

Abacus Primary School is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action - Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges or fixed term or internal exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of one our school

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

Incident Reports

An incident report should be completed by staff whenever an incident of particularly inappropriate behaviour occurs in school. Incident reports are logged on CPOMS and filed internally. These are immediately monitored by the Designated Safeguarding Lead.

Bullying/Harassment

The schools defines bullying as the following;

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

At all times, the social and emotional needs of any victim of bullying are given a high priority. Support may include time with our Wellbeing Mentor, our SENCO or support from our school counsellor.

Cyber-bullying

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber bullying prevention strategies are addressed within the curriculum, for example through citizenship and PSHCE. Internet safety is also taught throughout the Computing curriculum.

Monitoring and Evaluation

The Behaviour Policy will be monitored constantly and reviewed formally every two years. Pupils, parents, staff and governors will be asked for their input during monitoring and review.