

# Abbey Hill Primary and Nursery School



## Whole School Behaviour Policy

**Adopted by the Governing Body 10<sup>th</sup> December 2017**

**Next review January 2019**

# Abbey Hill Primary and Nursery School Behaviour Policy



The bedrock of good behaviour for us at Abbey Hill is making and maintaining good relationships with children. We believe this is crucial in promoting intrinsic good behaviour and managing the overall mood of the school. Our goal is to create a calm, safe environment for our children in which adults know them well and understand that they often communicate what they can't say through their behaviour.

We know children who feel safe, valued, cared for and loved usually respond in a more positive and appropriate way.

We also recognise that many of our children come to school each morning having already experienced a wide range of challenges and difficulties and that the way they are greeted at school and the ethos and mood of the classroom are huge factors in influencing their self-esteem, how they view themselves and how they learn.

## **At Abbey Hill Primary and Nursery School we work together to**

- provide a positive, fair and consistent approach to behaviour, where children are encouraged to take responsibility for their own actions
- create a positive, safe and calm environment
- treat any problems in a caring but firm manner
- promote the school as a social and moral community and create a sense of belonging in children
- enable children to value and respect themselves and others and to interact together well
- support new staff and supply teachers in dealing with children
- promote respect for all, regardless of gender, faith and culture

## **Expectations**

- Everyone in the school community should follow the 5 Golden Rules and model the behaviour we expect of children
- All children have the right to learn and play in a safe, secure environment
- All staff have the right to be treated with respect by pupils and parents
- All children will be treated fairly and equally by all staff
- In responding to any inappropriate behaviour staff will take into account a child's learning difficulties, medical condition or particular circumstances outside of school
- Physical or verbal abuse is not acceptable from any member of the school community. Repeated or serious incidents will lead to appropriate action being taken.(See Anti Bullying Policy)

This policy applies when the children are:

- On school premises, including before and after school hours
- In the immediate locality of the school in the time leading up to the start of the school day or following the end of the school day
- Off site on educational visits
- Wearing a school uniform and representing the school

## **Daily Practice**

The school behaviour system sets out high expectations for pupils' behaviour and emphasis is put very much on the positive. Children are taught how to be a good Abbeyhillian and make right choices. They are rewarded and encouraged by:

- Smiles and positive comments
- positive feedback to parents including texts and Marvellous Me

- team points
- stickers for positive behaviour and good attitudes

Where appropriate, poor behaviour may be ignored or checked with a look or a word from a member of staff – behaviour giving more cause for concern is dealt with through other sanctions.

The **Golden Rules** are the standard for pupils' behaviour. These are displayed in all classrooms and around the school and are frequently referred to in assembly.

### **KS1 and 2 Golden Rules**

- **We are kind and gentle**
- **We work hard**
- **We listen to people**
- **We are honest**
- **We look after property**

### **Foundation Stage Golden Rules**

- We talk quietly**
- We listen**
- We are kind**
- We walk**

There is a whole school system to support good behaviour which is reviewed and updated annually to maintain engagement. Every child starts the day on a positive and there is an expectation that they will behave well throughout the day.

### **Team Points**

Team points are awarded by any member of staff when they notice children following the Golden Rules and being a good Abbeyhillian. There is no limit to the number of team points that a child may be awarded during the week.

Team points are counted up and weekly totals announced in assembly. The winning team is announced each term with a parade and prizes.

Each team has a team captain elected by the team members from pupils in Y6.

### **Whole Class Rewards**

Each teacher also has a class reward scheme which leads to a small class treat chosen by the children when the stated number of points has been achieved e.g. 10 minutes extra playtime, 10 minutes disco, a walk to the park.

Sweets are also occasionally used as rewards.

### **Consequences**

We believe it is crucial that children understand the consequences of their behaviour for other children and adults in school. It is really important for them to see the consequences of what they do and to understand how that may have made others feel. This means children have to have an understanding of their own feelings and emotions first. We use many interventions to support children's social and emotional development such as ELSA, Emotion Coaching and Lego Therapy. We have also begun to use the restorative practice system in school to support this work.

Although we strongly believe that positive rewards and encouragement are more important than sanctions in developing good behaviour, there are times when a child's behaviour is unacceptable. Examples of this include:

- Refusing to cooperate with a member of staff even after two reminders
- Hurting another child or member of staff
- Bullying i.e. persistent and intentional targeting of one child by another (or others)
- Using bad language in an aggressive manner to staff or children

**Staff should always tell a child why their behaviour is unacceptable and ensure the child understands this.**

The following strategies are available to members of staff

- The teacher or TA may give a look or make a comment about a child's behaviour quietly to the child
- The teacher or TA may ask the child to stop behaving in a particular way and explain why
- The teacher will use positive reinforcements of good behaviour by other children
- The child may be asked to move to a different seat or to sit beside an adult
- A child will miss some or all of their playtime if they have hurt another child
- If a child is aggressive or displays continued disruptive behaviour they may be sent to a senior member of staff
- If a child's poor behaviour continues parents will be contacted.
- If a child displays poor behaviour at lunchtime, after school clubs or Breakfast Club, their attendance will be discussed and may be stopped
- A child's behaviour may be monitored daily in school if it is giving cause for concern
- In the case of a serious incident parents or carers of the child(ren) involved will be informed and will be asked into school to discuss their child's behaviour. In cases of persistent challenging behaviour, individual behaviour plans may be drawn up by the C&FSW, head teacher, Inclusion Leader, parents or carers and, if necessary, outside agencies in a multi agency meeting.
- A child may be excluded for a fixed term for continued unacceptable behaviour.
- The school works closely with the North Ashfield SBAP (School Behaviour and Attendance Partnership) to offer alternative provision where necessary
- The Governing Body may seek to arrange a managed move to another school if persistent challenging and unsafe behaviour does not improve following extensive input from the school They may also seek to exclude a child permanently but this remains an ultimate sanction and other solutions will always be sought though the school must put the well-being of the majority of children first.

If a child leaves the school premises then the school will:

- Send for the head teacher, the C&FSW or senior member of staff to find the child
- Phone the child's parents or carers
- Phone the police if the child's whereabouts are not immediately obvious

If a child brings an offensive weapon to school\* they will no longer be able to remain at the school. An immediate 15 day fixed term exclusion will be put in place while the school makes efforts to effect a managed move to another school for the child. This will be done in partnership with the North Ashfield SBAP. If no such move can be found, the school may consider permanently excluding the child. This is a serious consequence, with significant financial implications for the school, but properly reflects the unacceptable risk posed by such an action and the overriding duty of the school to keep all pupils safe.

\*The term offensive weapon includes knives, any type of blade, laser pens, any type of gun, flammable objects or any sharp implements. This is not an exhaustive list.

## **Behaviour Support Plans**

A Behaviour Support Plan will be written for individual children who struggle to manage their own behaviour. The plan will be written by staff who work directly with the child and the class teacher and key points will be shared with **all** staff to ensure the child is dealt with consistently across school.

### **Physical Intervention**

Staff will physically intervene with children only when the child's own safety or that of another child or adult is at risk. In the first instance the member of staff should aim to de-escalate the situation and remove the child or other children from the scene. If a child has to be handled this should only be done with another adult using the MAPA training principles. If an adult handles a child it should be reported to the head teacher or deputy head and discussed with parents or carers. All staff are trained in MAPA and receive timely updates. The latest update was on January 5<sup>th</sup> 2017.

### **Pre-school and Foundation Stage**

When working with very young children we are aware that good behaviour is a developmental area that needs to be nurtured and supported and that most very young children do not often intentionally wish to cause hurt.

Young children may often take part in rough and tumble play. Staff will address this by

- recognising this is not intentionally aggressive play
- setting boundaries for play
- planning play carefully, in particular outdoor activities
- modelling play with children
- working closely with parents

Children are shown how to use kind words, kind hands and kind feet. They are also encouraged to empower themselves e.g. by saying things like stop or don't do that. In the event of a child being at risk of hurting themselves or another child, an adult-supported, short period of "calm down" time is given, away from the other children.

### **Lunchtime Behaviour**

- Each class has an allocated MDSA
- MDSAs will reward good behaviour at lunchtime by comments, smiles, stickers or team points.
- If any unacceptable behaviour occurs, the child's name and a brief description of the unacceptable behaviour are written in the lunchtime book. A child may have to stay close to their MDSA for a specified length of time. If the incident is more serious senior leaders will be called to assist.
- A final resort for children unable to behave well at lunchtime will be to send them home or to ask parents and carers to have lunch with their child in school for a limited, agreed time.

### **Restorative Practice**

The school is beginning to implement the restorative practice process and initial in-house training has been held. Much of the school's good approach to behaviour is based on these principles but further development is needed to fully embed the approach.

**This policy was reviewed by staff in July 2018**

**It will be reviewed again in July 2019**