



## Good Behaviour Policy

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<b>Governing Body Chair</b>	Helen Smith
<b>Head Teacher</b>	Laura Cichuta
<b>Next Scheduled Review</b>	March 2024

# **ABINGTON VALE PRIMARY SCHOOL**

## **Good Behaviour Policy**

### **Introduction**

This document is a statement of the aims and strategies for ensuring good behaviour.

### **Aims and Expectations**

Our aim is to create an environment, which promotes good behaviour and encourages children to take responsibility for their own actions. This good behaviour will ensure children treat others in the school with respect. Each child will be encouraged to demonstrate thoughtfulness, politeness and consideration. Additionally, they will take pride in their own work, challenge themselves to exceed expectations, care for the school environment and be proud to be a pupil of Abington Vale Primary School.

It is a primary aim of Abington Vale Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The staff at Abington Vale Primary School aim to provide:

- A happy, caring environment in which a child can build on strengths and come to terms with weaknesses; where everyone is valued and able to reach their full potential
- A place where children are encouraged to respect the integrity of other people, the relationship they offer, and their property
- A place where the general atmosphere enables a child to be accepted
- A place where children are shown the types of behaviour which are acceptable and praise is given when they respond
- A place where good behaviour is reinforced just as poor behaviour is rebuked
- A place where sanctions are applied as a natural consequence of a particular behaviour rather than as a judgement of a person
- A place where pupils are encouraged to understand the reason for the rules so that they become less dependent on extrinsic sanctions and more reliant on self-discipline
- A place where consequences are accompanied by explanation, so as to promote more rational thinking and self-discipline rather than to just regulate
- A place where consequences are applied consistently and where it is seen to be fair and as a consequence of their actions
- Clear and concise school rules and consequences
- A place where derogatory or aggressive language will be dealt with immediately
- A place where we will ensure pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups.
- A place where learning is of an equally high standard across subjects, years and classes. Low-level disruption in lessons where it affects children's learning will be addressed immediately.
- A place where pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.

At Abington Vale we have 3 simple school rules.

Be ready

Be respectful

Be safe

- These rules have been discussed and adopted by the whole staff.
- They are discussed in class regularly so that all children are absolutely clear about their meaning.
- There are clear consequences of not following rules

In line with our safeguarding policy phones are only allowed in school by our year 5 and 6 children and these must be left in the phone box at reception on entering school. This also applies to smart watches.

### **Role of Leaders and school community**

#### **Headteacher, and SLT**

To take overall responsibility for the behaviour of children and staff. To lead by example when dealing with behaviour.

To build positive relationships with children and adults amongst the school. To provide training, guidance and support for staff.

To intervene with Behaviour Management at Level 3 and 4.

#### **Staff and Governors**

To lead by example when dealing with behaviour.

To build positive relationships with children and adults amongst the school.

To have high expectations of children and be consistent in applying rewards and consequences.

To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.

To be proactive in communicating regularly between home and school.

Regular training will be given to staff both from outside agencies and SLT. SLT will receive training through outside agencies such as JOGO and through attending the NPQ for behaviour

#### **Pupils**

To know and follow the School Rules.

To attend school regularly and on time, with the correct equipment and uniform. To take responsibility for their own actions and behaviour.

To understand how their behaviour can have positive or negative effects on others.

#### **Parents**

To work with the school to ensure that their child behaves positively.

To ensure that pupils come to school regularly, on time and with the appropriate equipment. To support the development of positive home/school partnerships.

Where possible, inform the school of any changes in home circumstance which may affect the behaviour of their child in school.

## **Code of Conduct**

*At Abington Vale Primary School, we expect every member of the school community to act with courtesy, care and consideration to others at all times.*

This means that:

- We always try to consider the feelings of others and their point of view
- We treat all children fairly and apply this policy in a consistent way.
- In class we do all that we can to enable teaching and learning to take place
- We move sensibly and considerately around the school
- We speak politely and calmly to everyone
- We listen attentively whenever required and expect to be listened to.
- We keep the school and grounds clean and tidy, so that it is a welcoming place that we can all be proud of
- We praise and reward good behaviour, as we believe that this will develop an ethos of kindness and cooperation.
- We always treat our own and other people's belongings with respect
- We show good manners and respect when dealing with other people

Children are admitted to the school with the expectation that they will maintain the standards set by the School and the Governors.

## **Reinforcement of Positive Behaviour**

Our ultimate aim is to help children develop self-discipline, so it is important that we recognise and acknowledge a child's good behaviour.

## **Recognition**

Class teachers will recognise children for sustained effort in any area of the curriculum or other aspects of school life. Recognition may take the form of praise, house points, certificates, hot chocolate club, or postcards home.

Children's achievements and examples of exceptional work or behaviour, will be shared in school during Celebration Assembly and where possible with parents, to provide positive reinforcements.

Children may be sent to other members of the school staff for further acknowledgement of their success. At Abington Vale Primary, all staff congratulate children.

Our positive approach to behaviour is reinforced with a reward system of House Points. These can be awarded by any member of staff (teaching and non-teaching) for a wide range of accomplishments. These can include kindly deeds, high levels of effort, exceptional work, a continual positive attitude and sporting or musical accomplishments. Each child has their own individual House Points Record Sheet. It is the child's responsibility to ensure that this has been updated by the member of staff who has awarded the House Point. The gaining of House Points leads to the presentation of certificates in recognition of the achievements.

These are as follows:

- 25 House Points - Bronze Certificate
- 50 House Points - Silver Certificate
- 75 House Points - Gold Certificate
- 100 House Points - Platinum Certificate
- 125 House Points - Diamond Certificate

Certificates are presented in assemblies by the Head Teacher. The children are in four houses, Mars, Saturn, Venus and Neptune and work towards House points for themselves and others in their house.

Examples of good work are shared with parents and/or other teachers and the Head Teacher;

- Stickers may also be awarded for good work and behaviour;
- In Reception children's names are moved onto the star for exceptional behaviour and work. The child's parents are informed and the child can choose from a selection of "prizes" to reward themselves
- We acknowledge all the efforts and achievements of children, both in and out of school. All children are encouraged to bring to Sharing Assembly any awards they have received for achievement out of school, e.g. music or swimming certificates and trophies.
- All members of staff share the responsibility for maintaining high standards of behaviour throughout the school and will intervene in any instances of unacceptable behaviour.

The children are very passionate about developing their rules and their values. They decided together that a child from Abington Vale should have the following values/skills:

**Trust, thoughtful, co-operation, respect, friendship, caring, cheerful, courage, honest, responsible, perseverance and considerate.**

The school has photographic interpretations of the values up on display in the school hall. This has led to assemblies being linked to the value for the term. Values certificates are also given out each week to those children who demonstrate these values throughout the school week.

If a member of staff is particularly pleased with a child's behaviour and feels they have been a good role model for Abington Vale through demonstrating a good work ethic and excellent following of the school rules, they can send a postcard home. The child is not made aware of this and their parents receive it as a nice surprise.

## **Reporting incidents**

There are simple pathways through which children can report incidents.

- Tell an adult- any adult in the school
- Put a worry in the worry monster situated in each classroom (anonymous or with a name attached depending on the confidence of the child)

Teachers contribute to the Open Door policy for parents and carers providing opportunities for reporting with accuracy and honesty on each child's progress.

They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

## **Playtimes and Lunchtimes- Behaviour Expectations**

The three school rules apply equally within the classroom and during playtimes and lunchtimes. When lining up, playing and walking to school, the children are aware that they are representing our school and should behave as such.

At playtimes:

- Teachers on duty deal with any minor incidents in situ on the playground, as and when they arise. If it is felt necessary, the child who is misbehaving will be asked to reflect on their behaviour using a restorative practice approach in writing.
- Discussions with the child/children will take place as we feel that it is important to spend time talking through the incident with the child, the reasons for their conduct and the behaviour that is expected of them. From these discussions, appropriate measures will be taken.

At lunchtimes:

- As with playtimes, consideration and good behaviour is expected in the playground throughout lunchtime, with the dinner supervisors dealing with any minor incidents as they arise.
- If necessary, the pupil will be asked to reflect on their behaviours using a restorative practice approach in writing.
- At the end of lunchtime, the lunchtime supervisors will discuss the restorative reflections with any children involved and encourage a suitable positive outcome. These reflections will be passed to the child's class teacher and monitored.

The children are all aware of the conduct relating to their behaviour when eating their lunch. If the poor behaviour is apparent, the child will be reported to the class teacher and the child will eat under their supervision, either in the dining room or in the main school.

If a child persistently misbehaves at lunchtime, with no noticeable improvement, the parents will be requested to have their child at home during the lunchtime or to make alternative arrangements for them, for a given period.

## **Structure for dealing with inappropriate and unacceptable behaviour**

### **Aim**

To provide children with a clear understanding of right and wrong, appropriate and acceptable types of behaviour, and to provide specific consequences for instances where negative behaviour is a pupil's choice.

### **Objectives**

- To ensure consistency of approach through a whole school policy which establishes clear criteria relating to inappropriate and unacceptable behaviour
- To provide a system that allows children to see that certain elements of behaviour are considered unacceptable for learning to take place, and that if these elements of behaviour are chosen, then specific consequences will follow as a result of this choice.
- To allow children to demonstrate their ability to redress a situation where they have chosen unacceptable or inappropriate behaviour.
- To inform and involve parents where patterns of unacceptable or inappropriate behaviour are apparent.

### **4 step Process**

The expected behaviours for learning are displayed in each class as follows:

Arrive ready for the lesson

Track the speaker using eye contact

Show you are calm and focused with your body language

Listen carefully

Follow instructions

Don't call out

Stay seated in your chair or on the carpet

If the behaviours for learning are not followed, the following consequences will be in place:

#### **Stage 1** –Verbal Warning

(name) this is your verbal warning. You need to stop (the behaviour) so that everyone can focus on their learning.

#### **Stage 2** –Visual Warning

(name) this is your visual warning. You need to stop (the behaviour) so that everyone can focus on their learning. You need to make the right choice.

#### **Stage 3** –Discussion with your teacher at break or lunchtime

(name) you will stay in at break or lunchtime to discuss your behaviour and how you can correct it by making better choices.

#### Stage 4 –Removal from the lesson

(name) you're still not making the right choices, please go to (room/person) so that everyone else can continue to learn.

An email will be sent home after every stage 3 and 4 to inform parents. If a level 4 is reached three times in a term, there will be an internal exclusion to the other site and your child will not be able to participate in external trips or visits that term.

#### The Cloud System

In Reception, the first step will be a verbal reminder, the second will be a visual reminder which will result in the child's name going on the thinking cloud and the third will be removal from class. The first 2 steps will involve lots of discussion around the behaviour and the consequences and ways forward to make good choices.

#### Serious Incident Management

Where a serious incident takes place, a member of the senior leadership team will remove children immediately from class. In such cases, parents will be contacted immediately.

Serious Incidents will include:

- Serious physical injury to peers
- Physical attacks on staff
- Serious intentional verbal abuse to staff or children
- Child on child abuse including serious physical injury to peers

#### Involvement of Parents

Where a child is removed from class more than once, parents will be contacted.

Parents are requested to discuss with their child his/her behaviour in school, and how it could be modified. If this does not result in an improvement in behaviour, further involvement with parents may be necessary.

Parents may then be invited to a meeting with the Head Teacher to discuss structures to improve behaviour patterns in school, and the ways in which parents' co-operation will support this. Where children are given individual Behaviour Modification Programmes, parents may be involved as part of a Home/School Partnership.

