

The Avenue Primary School

Behaviour Policy



Policy Lead	Jayne Booth
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AIMS AND VALUES

Our school places great value on mutual trust and respect for all. The Behaviour Policy is designed to support all members of the school community working together in a collaborative way. In turn, the school aims to provide an environment for learning in which everyone feels safe, secure and happy.

The aim of the policy is to promote a positive common purpose for helping everyone to learn effectively. Children should recognise the importance of the school community and in turn become increasingly responsible and independent members of the wider community outside the school.

The motto that underpins the ethos of our school is:

We learn, We grow, We shine

WHOLE SCHOOL GOLDEN RULES

From ideas suggested by children and staff 'The Golden Rules' were formulated. It embodies the ethos and culture, which makes our school a safe and happy environment for everyone. All members of the school community are familiar with the rules and use them as a benchmark to promote positive behaviour.

The Golden Rules

Do be kind

Do not hurt people's feelings

Do be gentle

Do not hurt anyone

Do work hard

Do not waste your own, or other people's time

Do listen to people

Do not interrupt

Do look after property

Do not damage or waste resources

Do be honest

Do not cover up the truth

Do speak to people in a respectful way

Do not be rude or disrespectful

The 'Golden Rules' are displayed in all classrooms. This supports all children in the school knowing the standard of behaviour that is expected and, where there are incidents of inappropriate behaviour, the School Golden Rules and sanctions can be referred to.

SENIOR LEADERSHIP TEAM

It is the responsibility of the Senior Leadership Team to ensure that the School Behaviour Policy is implemented consistently throughout the school by all staff. They are to support staff in implementing the policy and provide advice and support in managing more challenging pupils, where appropriate.

PROMOTING GOOD BEHAVIOUR

- It is the responsibility of the class teacher to have high expectations in relation to behaviour and ensure that their class behaves responsibly at all times.
- The class teacher should ensure that the school rules are enforced consistently in class and that all children are treated fairly, with respect and understanding.
- Where behaviour in class is unacceptable, the teachers and teaching assistants are responsible for keeping accurate records on the class behaviour chart.
- Class teachers will liaise with the Head Teacher, Head of School and external agencies as necessary, to support and guide the progress of pupils' behaviour.

REWARDS

The children within the school are rewarded for positive behaviour whenever possible.

These may include:

- Staff verbally congratulating/praising children.
- Children being given Dojo points. These are entered into a prize draw during celebration assembly. The more Dojo points, the greater chance of winning – you have to be in it to win it! Excessive amounts of Dojo points should not be given at one time (up to 5).
- Children receiving stickers and certificates for good behaviour.
- Extra rewards
- Reading milestone awards (50, 100, 150 reads) – child picks book of choice and certificate
- Star Writer - certificate and gel pen or pencil.
- Times tables certificates.
- Being given positions of responsibility (Head boy/girl, prefects, buddies etc.)
- At the weekly celebration assembly, a child from each class will be nominated for 'Star of the Week' and awarded a badge and certificate. In order to be considered for this award, the following criteria must be met:
 - 100% attendance
 - No lates
 - Not to be on the behaviour chart that week
- All children in Years 1-6 enjoy 'Enrichment' on a Friday afternoon. This rewards children who behave well and abide by school rules. This time can be lost if children are regularly appearing on the class behaviour chart.

Whole school assemblies also feature examples of positive behaviour and rewards.

OUR BEHAVIOUR SYSTEM/ SANCTIONS

Most children in our school behave in a consistently appropriate manner, but all communities need procedures to deal with situations when this is not the case.

- **Consistency** - In order to be effective, our behaviour system must be understood and applied in a consistent manner by all the adults working with the children in the school. All staff must apply the procedures in the same way.
- Lunchtime supervisors **support** Teaching Assistants with behaviour management on the playground.
- Children are expected to show the same level of respect towards other adults in school e.g. lunchtime supervisors, kitchen staff, volunteers, supply staff etc.

Our school employs a **five-stage system**, which is followed by all staff when children choose not to follow the Golden Rules.

This is a progressive behaviour system where sanctions can be applied across both indoor and outdoor areas (e.g. a child who has received a stage 2 indoors could then progress to a stage 3 outdoor for further inappropriate behaviour outside).

Indoor	Outdoor
The children will initially be given a verbal reminder about the correct way to behave.	
Stage 1 – Warning The child will receive a verbal warning.	Stage 1 - Warning The child will receive a verbal warning.
Stage 2 – Thinking Time The child will complete five minutes ‘Thinking Time’ in their own class to continue with their work or copy out the Golden Rules.	Stage 2 - Thinking Time Five minutes on the wall or with a member of staff on duty.
Stage 3 – Time Out The child will complete fifteen minutes ‘Time Out’ in Miss Bytheway’s room , completing their work. Miss Bytheway will inform KS2 parents about an instant stage 3 (via telephone)	Stage 3 - Time Out <u>EYFS and KS1</u> : The remainder of break/lunch will be spent on the wall/with a member of staff and the next outdoor session will be missed. <u>KS2</u> : ‘time out’ in Miss Bytheway’s room for the remainder of break/lunch and the next outdoor session. Staff to radio Miss Bytheway and then she will collect pupils from the KS2 yard. Miss Bytheway will inform KS2 parents about an instant stage 3 (via telephone)
Stage 4 – Isolation The child will spend a full session (morning or afternoon) out of their classroom which will be co-ordinated by the Head of School. A phone call home from the class teacher or a discussion with parents will take place when children reach a Stage 4 isolation. Parents will also be informed in writing (Stage 4 letter).	

Stage 5

The child will be sent to the Head of School. A phone call home from the Head of School or a discussion with parents will take place when children reach a Stage 5 isolation. Parents will also be informed in writing (Stage 5 letter). The child will spend the remainder of the day and at least the next full day isolated from their class.

Children who repeatedly display behaviour that is not tolerated on the yard will miss more than one outdoor session at the discretion of the class teacher / Head of School.

It is the collective responsibility of all staff to report behaviour incidents on CPoms. It is the responsibility of the member of staff deals who deals with the incident to log it on CPoms.

Stage 4 and 5 incidents will be logged on CPoms. If a stage 4 is reached during the afternoon, the letter will be sent via School Comms after school and the class teacher should explain this verbally to the parent at the end of the day what has happened.

Certain behaviours will result in immediate sanctions.

- **Instant Stage 3**

Children can be moved directly to a Stage 3 when they have displayed a behaviour that is not tolerated in school. Here some examples of what this includes:

- Swearing / inappropriate language
- Hurting others e.g. hitting, kicking, slapping, strangling, spitting etc.
- Repeated defiance
- Intentional rudeness / disrespect
- Aggressive behaviour
- Intentionally damaging property
- Verbal threats or intimidation aimed at others
- Deliberate theft of other children's or staff's belongings e.g. stationary, clothing.

There may be other incidents that occur where staff use their professional judgement to issue this sanction.

- **Instant Stage 5**

This sanction will be used in a situation where a child's behaviour is considered **dangerous to themselves or others or involves criminal behaviour**. This decision will be made by the Head of School. Parents will be contacted immediately and asked to collect their child from school as soon as possible.

An Instant Stage 5 results in an exclusion for a number of days, which will be decided by the Head of School based on the nature of the child's behaviour.

If a child becomes a significant concern due to stage 5 behaviour, discussions will take place between the class teacher, Head of School, Head Teacher and Local Governing Body about moving forwards.

- **Stage 4 Information**

A child on a Stage 3 (instant or progressive) who refuses to co-operate and correct their behaviour will progress to a Stage 4.

A child who displays persistent low-level behaviour and progresses to Stage 4 due to this, will complete their work in a time out area for the remainder of the session. The issue will be discussed with Mr Thomas, KS2 Leader/ Head of School and an appropriate location will be set for the time out period.

If a child on an Instant Stage 3 progresses to a Stage 4, they will be in isolation for the remainder of the day, and the following morning session (if the incident happens during the last hour of the day). This will be co-ordinated by the Head of School.

It is the responsibility of the class teacher to send work with the child. The child should be able to complete the work without support. It is the class teacher's responsibility to communicate with the Head of School to organise the isolation.

If the child fails to complete Stage 4 sensibly, they will move to Stage 5.

- **Stage 5 Information**

If a child gets **three Stage 4 sanctions** within half a term, they will automatically progress to a Stage 5, with a minimum of a one day isolation.

The child will be put on an **Individual Behaviour Record** and re-integrated into class at the discretion of the Head of School. The re-integration process could be gradual if the child is not ready to go back into class the following day. Parents will be informed by the Head of School if their child is given an Individual Behaviour Record. Children who have these records will report to the Head of School regularly throughout the week.

Individual behaviour records are matched to the age and needs of the child. They are used to target a particular behaviour. The day is broken down into manageable periods of time, again according to need.

VISUAL AIDS

We recognise that younger children and children with additional needs may require a visual stimulus to aid their understanding of our behaviour policy. To support this we have incorporated the use of 'yellow card' and 'red card' signals to act as a gentle transition into the whole school sanctions when a child is not following the school golden rules. The visual aids are used consistently through EYFS and when appropriate in other areas of school.

Initially a child will receive a verbal warning and will be reminded of the correct behaviour. If this continues, the child will be presented with a 'yellow card', which acts as a second visual reminder to change their behaviour.

If a child continues to not follow the school rules, they will be presented with a 'red card', which will signify that they have received a Stage 1.

HAND SIGNALS

For some children the usual verbal reminders of stages may not be effective. Hand signals allow staff to give non-verbal warnings, thinking time, time out and isolations to children without interrupting a lesson. This visual system is more appropriate for some pupils whose auditory processing is poor.

ASSEMBLY

Poor behaviour should not be tolerated. Teachers should try and catch the child's eye and remind them of the expected behaviour. If the behaviour continues, then the child should be moved to sit with an adult. If the poor behaviour continues, then the teacher should warn the child that they will be removed if they fail to correct their behaviour. Teachers /Teaching Assistants must use the behaviour chart during assembly time e.g. Stage 1 if a child needs a reminder to sit quietly. Assembly is a quiet, reflective time. Any behaviour management should be done as quietly and discreetly as possible.

LOSING ENRICHMENT TIME

Children will lose their entitlement to 'Enrichment' if they regularly appear on the behaviour chart. Enrichment time (one hour) is lost if children receive a **Stage 3 or more** on any single day, have with a cumulative total **of 8 or more behaviour points** across the week, or are involved in a particularly serious incident. This is decided by class teachers. All children who miss 'Enrichment' are supervised and spoken to by the Head of School during their session away from their peers. 'Enrichment' is highly regarded by the children and they try really hard not to lose this special time. Children will copy out the golden rules when they miss 'Enrichment'.

PASTORAL LEAD

Miss Bytheway is our Pastoral Lead in school. Children who are having friendship issues, ongoing behaviour issues, or need emotional support for different reasons, check in with Miss Bytheway on a regular basis. Miss Bytheway supports KS2 staff with behaviour at break time and lunchtime on a daily basis.

GENERAL SCHOOL EXPECTATIONS

- All children are expected to wear full uniform and sensible black school shoes.
- Wearing jewellery in the school can place children at risk of injury. Only small stud earrings and watches may be worn and are the full responsibility of the pupil. The school will take no responsibility for any loss or damage to jewellery.
- No jewellery should be worn during PE lessons. Children should be able to remove stud earrings themselves for PE and other activities where this is required.
- Children should not wear make-up or nail varnish. In the event of an accident, make-up or nail varnish can slow down diagnosis and treatment.

- No money, other than for authorised reasons (e.g. lunch money, trip money, charity donations etc.) should be brought into school.
- Mobile phones, brought for safety reasons, should remain switched off throughout the school day. Phones should be handed in at the school office first thing in the morning and collected at the end of the day.
- Sweets and chocolate should not be brought into school, unless for a birthday/treat. If this is the case, they should be given to the class teacher for safe keeping until the end of the day.

CONFISCATION

Staff have the right to confiscate any inappropriate items brought into school. This policy states what children are not allowed in school (see above). Any unpermitted items may be confiscated. Confiscated items will be returned to parents if it is appropriate to do so.

SEARCHING PUPILS

The Head Teacher and Head of School can authorise the search of pupils and their possessions, without consent, if there are reasonable grounds to do so. Teachers can instruct pupils to empty their pockets and belongings.

FORCE TO CONTROL OR RESTRAIN

Members of staff will always use de-escalation techniques to resolve a situation to prevent this course of action.

Trained members of staff can use reasonable force to restrain pupils if:

- There is danger of them hurting themselves or others
- They are committing a criminal offence
- They are causing deliberate and significant damage to property
- They are causing serious disruption to others (e.g. whole class lessons unable to continue)

Where restraint has to be used to manage children, incidents are recorded on CPoms. These actions, when taken, are in line with government guidelines on the restraint of children.

Where there is potential danger or risk to the personal safety of staff and/ or pupils, the Police will be called.

HATE CRIME

Verbal abuse (including through technology) or physical assault, due to a person's race, religion, sexual orientation, disability, or because they are transgender.

Any 'hate' incidents happening in school are taken seriously and reported to the Head of School / Head Teacher. They are also recorded on CPoms.

Parents are contacted so that home and school can work together and move forwards to support the pupil(s). If any particular types of hate crime become an issue in school, the Senior Leadership Team will discuss these so that they can be addressed in school.

FIXED TERM AND PERMANENT EXCLUSIONS

Exclusions are rarely used and only the Head Teacher / Head of School has the power to exclude a pupil from the school. The Head Teacher/ Head of School may exclude a pupil for one or more fixed periods for up to 45 days in one academic year. The Head Teacher may also exclude a pupil permanently if the circumstances warrant this.

Where a pupil is excluded, parents are informed immediately, giving reasons for the exclusion. It is also made clear to the parents that they may appeal against the decision if they wish. The class teacher will ensure that enough work is set for the length of the exclusion. The Trust policy is followed.

The Local Governing Body will be advised of the exclusion. Permanent exclusions are also reported to the Local Authority, who review all permanent exclusions.

If the child is to return to school, a reintegration meeting takes place on the morning that the child returns, with the Head of School and the child's parents.

THE LOCAL GOVERNING BODY

The Head Teacher and Head of School will report to the Local Governing Body on behaviour on a termly basis.

The Local Governing Body has responsibility to review guidelines set on behaviour and their effectiveness. They support SLT and school staff in carrying out the behaviour guidelines.

PARENTS

The school aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in the school and wider community.

Where parents have a concern regarding the sanctions used with their child, they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Senior Leadership Team. If the problem cannot be resolved, a formal complaints procedure can be implemented through correspondence with The Chair of the Local Governing Body.

REVIEW

The Senior Leadership Team reviews this policy annually. Any changes are shared with governors during LGB meetings and with staff during team meetings.