

Abbey Lane Primary School



Behaviour Policy

Reviewed: September 2022
M Stafford

Abbey Lane School Behaviour Policy

We seek to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. It is our aim to create within our school a secure, happy, stimulating and caring environment, which will help all our pupils to fulfil their potential.

Aims

To create an environment which encourages and reinforces good behaviour.

- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Roles and Responsibilities

The Governing Board's responsibilities

- To monitor the impact of this policy through reports and monitoring visits. This may include speaking with pupils and looking at the results of any recent surveys
- Reviewing this behaviour policy in conjunction with the headteacher.

The Headteacher's responsibilities

- To implement the school Behaviour Policy with the support of the Senior Leadership team.
- To ensure that all staff (both teaching and non-teaching) are aware of the school policy, and
- know how to identify and deal with misbehaviour as well as promote good behaviour.
- To ensure that the school environment encourages positive behaviour
- To ensure that staff deal effectively with poor behaviour
- To offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- To ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Staff responsibilities

- To treat all members of the school community with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To be a good role model.
- To recognise that each child is an individual
- To believe in every child no matter what the difficulty
- Implementing the behaviour policy consistently

Children's responsibilities

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To take care of property and the environment in and out of school.
- To co-operate with and show respect to other children and adults.
- To behave in an orderly and self-controlled way, moving quietly around the school
- To refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Parents and carers' responsibilities

- To treat all members of the school community with respect
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To inform the school of any changes in circumstances that may affect their child's behaviour

Types of Behaviour

We embrace a culture of 'it could happen here'. We aim for school to have a child friendly system in place whereby children feel they that can report abuse and harms. All reports are taken seriously and not passed off as typical childhood development, e.g. as 'banter' or 'boys will be boys'.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Behaviour for Learning is an intrinsic part of this policy and we must ensure that quality first teaching keeps children engaged. We must also:

- Have regular pupil progress meetings
- Accurately assess the children's learning in order to move them on,
- Plan to meet the range of children's needs e.g. equipment, TA deployment, groupings etc.
- Know what children believe they can do i.e. self-esteem and adjust expectations accordingly
- Know what motivates each child and use it to help him/her achieve
- Carefully plan lessons to meet each child at his/her point of learning/ plan for challenge and success where appropriate
- Include children in the target setting and evaluation process, using appropriate language
- Give feedback to children in a supportive, yet challenging way, focusing on their achievements and what they need to do to make further progress.
- Praise the children for their specific achievements i.e. descriptive praise.
- Actively teach the children positive learning behaviours, so they know what to do to ensure successful teacher led activities e.g. listen to adults, think before you answer etc.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

- Classrooms should be organised to develop independence and personal initiative.
- Furniture should be arranged to provide an environment conducive to on-task behaviour.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

- In addition to whole school rewards and sanctions, teachers are responsible for developing their own informal reward system, such as stickers, stamps, merits, smiley faces. These go a long way towards developing a positive school ethos.

Bullying

(See separate anti-bullying policy) Below is a summary:

- Bullying will not be tolerated at Abbey Lane School
- In line with the RHE policy, we will endeavour to insist upon respect for all children and adults and foster a tolerance of others and their differences.
- Everyone in the school community should seek to prevent it happening
- Anyone who is bullied or knows of any bullying should tell a responsible adult
- All incidents will be recorded
- Parents will be informed.
- Sanctions will be used.

All incidents of bullying are recorded on a red bullying form. They are sent straight to a member of Senior Leadership Team for immediate attention, and reported at termly Governor meetings.

Positive Handling

Some support staff, SLT and the SENCo have received positive handling training from TeamTeach. (See separate policy)

Below is a summary:

- All staff operate with a duty of care to pupils
- Reasonable force will only be used as a last resort when all other behaviour management strategies have been exhausted or when pupils, staff or property are at risk. The following are examples of when reasonable force may be used:
 - To prevent harm to themselves
 - To prevent an attack on another person
- When any incident of positive handling has occurred a record of the incident is kept in a purple file in the Headteacher's office
- Parents will be informed
- Governors will be informed

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work.

Types of praise given by class teachers, support staff and parents/volunteers working with children.

- For exceptional work or behaviour, children are sent to other members of staff, or the Senior Leadership Team for additional rewards.
- For children with low self-esteem or behavioural difficulties, a system of adult mentors exists and children can be sent to them for additional rewards to boost morale and motivation.
- Team points are issued for the following:
 - Being polite – saying please and thank you
 - Being considerate – opening doors for people
 - Being thoughtful – saying nice things to make people happy
 - Being resourceful - doing things independently
 - Being respectful- listening, taking turns and following instructions

These are collected each Thursday by the Team Captains/Vice Captains and the results are read out in Friday's Good Work assembly. At the end of each term there is a reward for the team with the most points.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied. It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided as it can breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Types of sanctions

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- At KS2, for serious misdemeanours, a pink slip is filled in by the class teacher with the detention box ticked and is given to the detention duty teacher along with a reflection sheet to be completed whilst there. Detentions are held at 1:00pm every day for a period of 15 minutes. Detention slips are sent home along with the child's reflection sheet. Parents are asked to sign and return an acknowledgement slip.
- At KS1, for more serious misdemeanours, the teacher will either send the child to a member of the Senior Leadership Team and/or inform their parents.
- In FS2, for more serious misdemeanours, the teacher will either send the child to the Thinking Chair, or to a member of the Senior Leadership Team. The teacher will also inform their parents at the end of the day.
- For bad language or swearing, a detention is given. For bad language or swearing towards an adult, parents will be contacted and an exclusion may be given.
- For racist or homophobic comments, a detention is given and their parents are telephoned by a member of the Senior Leadership Team. A summary of these incidents is presented at termly Governor meetings.
- Letter or phone call home to parents
- Removal from classrooms
- Exclusions, in the most serious of circumstances

Removal from classrooms

More serious incidents may mean that the child is removed from the classroom for an agreed period of time. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

The school will contact the parents of all concerned. Staff will give children the opportunity to talk about their experience, to reflect on who has been impacted by their words or actions and repair afterwards.

Exclusions

For serious cases of bullying, serious harm to another person or frequent misbehaviours including swearing, a period of temporary exclusion can be decided upon. This could be at lunchtimes or for a set

number of days. This has to be with the consent of the Head, and the parents must be notified in writing and where possible given 24 hours' notice. In exceptional circumstances this notice period may not be possible, however parents will be notified immediately. The ultimate sanction for a child is permanent exclusion. This sanction is only used when all other strategies to deal with the pupil have failed. In this case, the parents should be informed of their right to appeal and the Governors and LA must be informed immediately by the Head. The Governors must meet within 15 days to uphold or over-rule the exclusion.

Confiscation

Any prohibited items in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil's possessions

At times it may be necessary to search a pupil's possessions. This will be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils and by member of staff of the same sex as the pupil. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, bag or desk.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- Searching pupils' possessions
- Possessions means any items that the pupil has or appears to have control of, including:
 - Desks
 - Lockers
 - Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils

Behaviour at Lunchtimes

Children are provided with a range of playtime equipment to keep them actively engaged during this period. They are reminded in assemblies about respect for rules and all adults and about our expectations of their behaviour both inside and outside the classroom. The lunchtime supervisors are aware of the school's behaviour policy and receive frequent training about expectations of behaviour and rewards and sanctions they can use. Below is a summary of these.

- Reward stickers and team points are given by lunchtime supervisors to children in both FS/KS1 and KS2, who demonstrate good behaviour.
- Any incidents of inappropriate behaviour with FS2, KS1 and KS2 children are reported to the class teacher.
- At KS2, more serious inappropriate behaviour can result in a pink detention slip being completed by the Lunchtime Supervisor and given to the class teacher.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

Communication and Parental Partnership

Our school holds a unique and important place in the community. We realise that we cannot achieve our aims in isolation and therefore value the involvement of parents and other members of the community. We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

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