



THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –
for ourselves, for each other, and for the community in which we live.

BEHAVIOUR POLICY

Implementation date: February 2024

Introduction

The Behaviour Policy has been developed after consultation with the staff, governors and pupils of the school. It aims to provide a consistent approach and a clear understanding of expectations in the school.

Purpose

The purpose of the school's behaviour policy is to ensure the learning climate enables all members of the school community to work and learn together. Pupils need to feel safe and secure if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is consistent use of praise when their behaviour is appropriate and consequences when it is inappropriate.

The Christian ethos of the school has a strong foundation in caring for one another. It is expected that all members of the school community should show respect, courtesy and kindness to all people at all times. Respect for individual or community property is also an integral part of this.

Policy Objectives

- To promote, recognise and reward positive behaviour.
- To provide clear and consistent consequences for inappropriate behaviour.
- To provide clear guidance for all members of the school community.
- To recognise, encourage and extend the good practice already existing in the school.

In order to meet our objectives, we will:

- Know the children in each class as individuals – their names, personalities, interests.
- Use reward systems consistently and use them to show our children that they are valued.
- Describe unacceptable attitudes and behaviour that will not be tolerated.
- Explain clearly to the pupils what the boundaries of behaviour are, and explain why rules are necessary.
- Plan and organise classrooms in order to minimise opportunities for disruption.
- Promote respect, understanding and acceptance of others.
- Continually monitor the behaviour of each class and the whole school.
- Support colleagues in dealing with behavioural issues.
- Keep parents informed about behaviour issues as appropriate.
- Ensure The Abbey Promise is followed by all members of the school community.

THE ABBEY PROMISE

The School Council has evolved (with the involvement of all staff and pupils) a Code of Conduct which will be referred to as 'The Abbey Promise'.

THE ABBEY PROMISE

Always do your best
Believe in yourself and others
Be polite and respectful
Embrace everyone's differences
You can accomplish great things!

The Abbey Promise provides all staff with a framework to refer to in their conversations with children and will provide children with a simple and clear set of expectations.

OUR BEHAVIOUR APPROACH

It is the responsibility of all staff throughout the school to follow this effective and consistent Behaviour Approach. High standards are expected and required, always.

- Relationships

We believe it is important to build and foster positive relationships with pupils, acting in a consistent and fair way to promote a positive and engaging learning environment.

- Role Modelling

All adults at The Abbey School act as role models and strive to promote The Abbey Promise. We understand that adults who act as positive role models will encourage positive and respectful behaviours and the use of positive language.

- Specific positive praise

We understand that high self-esteem is key to positive behaviour and a positive attitude to learning. All staff who work at The Abbey School encourage, praise and celebrate evidence of pupils following The Abbey Promise whenever possible.

- Zones of Regulation

Class teachers use the 'Zones of Regulation' to help all children understand, recognise and regulate their emotional responses. Staff at The Abbey School understand that behaviour is a form of communication and that children need support to manage and adapt their behaviour.

- Adaptations

Our Behaviour Approach at The Abbey School aims to enable all children to experience success. Inclusive provision means that sometimes adaptations are made to our Behaviour Approach in order to provide a personalised approach for children with specific needs. This may take the form of individual visual behaviour charts, specific rewards, alternative rewards or alternative consequences for example.

- **External agency involvement**

Some children, including those who have specific needs that impact on their behaviour, may find it continually difficult to follow The Abbey Promise, despite adaptations made by the school. In such situations we may utilise the support of outside agencies.

- **Parental Support**

The school recognises the importance of working in partnership with parents and carers in promoting and encouraging good behaviour both in and outside of school. The school regularly signposts carers/parents to information on parenting courses and support agencies through school emails and individual support can be offered to families when appropriate.

- **Recognition**

Rewards are consistently applied throughout the school to celebrate children's successes. Rewards cover the broadest possible range of academic and non-academic achievement. They are managed so that all pupils are valued. There are many kinds of reward used in the Abbey School:

- **House points**

Every pupil from Year 1 to Year 6 at The Abbey is a member of one of our houses: Matthew, Mark, Luke, John. All adults in the school can reward pupils with house points for good work, behaviour or participation. This could be in the classroom or during lunchtime for example. Houses also compete with one another, often at sports and in other ways, providing a focus for team work and group loyalty. Each half term our House Captains add up the totals and the winning house are rewarded.

- **Golden tickets**

Golden tickets have been introduced as a reward to acknowledge and thank pupils for exceptional attitude, behaviour and work. Golden tickets are collected and each week two tickets are picked at random for a reward (at the end of the half term) with the head teacher.

- **Star of the Week**

Each Friday, one pupil from each class is chosen as our 'Star of the Week'. This is awarded to children who have displayed The Abbey Promise throughout the week.

- **Abbey Shield**

An Abbey Shield is a special award awarded at the end of each half term for two children in each class. This is to celebrate a commitment to The Abbey Promise throughout the half term.

- **Class rewards**

All staff will strive to achieve a consistent approach to the whole school reward process. In addition to this class teachers will create reward systems specific to their class charter.

CONSEQUENCES

Staff will respond to unwanted behaviour in a consistent manner across the school. Consequences will be used in a balanced, fair way and will focus on the behaviour and not the child.

- **General principles**

It is important for children to know that their good behaviours will be met with positive reinforcement and reward. It is equally important for children to understand that unwanted behaviours will result in consequences.

From time to time, pupils may display unwanted behaviour. Such behaviours will be consistently challenged by all staff with the aim of de-escalating any situation and ensuring all children are safe and that learning can continue uninterrupted:

- Adults may initially use initially a non - verbal reminder such as catching the child's attention and attracting attention back to the learning.
- Adults will provide a positive reminder of The Abbey Promise.
- Adults will clearly state which behaviour they expect to cease and present a calm, clear statement of expectations.
- Adults will always speak to children respectfully and with positivity.
- Adults will always consider the age and stage of the pupil.
- Adults will consider any strategies that are specific to the child.
- Staff will use positive phrasing.

In most situations the above steps will be worked through and this will be enough for the pupil to change their behaviour. However, all staff recognise that in some situations further support for the pupil to follow The Abbey Promise may be necessary. Equally it may also become necessary to enforce a consequence in order to stop the these unwanted behaviours and/or to prevent it happening again. Appropriately planned behavioural categories and responses have been devised at the Abbey Primary School to ensure a safe and positive learning environment and to maintain a high standard of behaviour (see appendix one).

- Types of Consequences

- Restorative Conversations:

These develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

- Educational Consequences:

Consideration will be given to what the child needs to learn from the situation to support them to make a better choice next time. We encourage children to reflect on their actions. The child may be encouraged to reflect on his/her behaviour by completing a 'think' sheet.

- Protective Consequence

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived danger. Consideration will be given to what the pupil needs to demonstrate before the privilege is returned. Part of the educational consequence will include a discussion about why the privilege has been removed.

Protective Consequence Example: A child has hurt another child on the playground. The child is not allowed to be on the playground for a specified period of time.

A child displays unsafe behaviour to themselves or others. The child is not allowed to attend extra-curricular activities for example sporting events, music events and school trips.

FIXED TERM AND PERMANENT EXCLUSIONS

Very serious unacceptable or dangerous behaviour may also result in fixed term suspensions or permanent exclusion, in line with the DfE exclusions guidance. In all cases, the sequence of consequences within the school's behaviour procedures will be followed, in an attempt to bring about an improvement in behaviour. However, where consequences, including Level 4 consequences (Appendix 1) have been given repeatedly, or in the case of one off very serious behaviour, a fixed term suspension or permanent exclusion may be imposed. By this we mean, physical aggression causing serious harm to another child; physical aggression causing injury to a member of staff; bringing into school and/or using a dangerous weapon; persistent bullying; persistent discrimination towards others; possession of illegal substances including alcohol and illegal drugs. A decision to exclude a child permanently may be taken in response to a serious breach or persistent breaches of the school's behaviour policy with no improvement despite intervention and support and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

MONITORING

- CPOMS

The school uses CPOMS (the school's electronic record keeping system) to record all safeguarding and behaviour information. Incidents are logged in a factual way. This information is very important in providing evidence that can support the child, family and school with understanding and managing individual behavioural needs.

Records should be concise and record key information:

- What behaviours did you witness?
- What was the initial cause or trigger of the above behaviour?
- What actions did you take? What worked? What did not work?

- Further Actions - "What needs to be done to either explore/investigate further or support the child to prevent this happening again?"
- Associated paperwork and emails should be uploaded to CPOMS.

- Policy

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

A formal review of the policy and arrangements will take place every year. The views of parents, pupils, all staff, outside agencies and governors will be considered when evaluating and reviewing the policy.

Appendix 1 – Behavioural Categories and Consequences for adults

<p style="text-align: center;">LEVELS OF BEHAVIOUR</p> <p><i>*This list is not exhaustive but indicates the overall level of behaviour being addressed.</i></p>	<p style="text-align: center;">LEVELS OF RESPONSE</p> <p>Strategies developed within the classroom including:</p>
<p style="text-align: center;">LEVEL ONE</p> <p>Examples of Level One behaviour:</p> <ul style="list-style-type: none"> • Calling out / talking over others. • Disrupting learning. • Answering back. • Not being ready to learn. • Not following instructions. • Spoiling other pupils' games or not following the rules of the game. • Pushing in. • Running in the classroom. • Not stopping play/lining up. • Not following our mobile phone procedure. • 	<p style="text-align: center;">LEVEL ONE</p> <ul style="list-style-type: none"> • Talking to the pupil, reminding them of The Abbey Promise and expected procedures. • Staff may use non verbal clues to re-direct and remind pupils of behavioural expectations. • Positive phrasing used by adults such as 'Sit nicely on your chair, thank you.' • Highlighting other pupils' good behaviour. • Finding out if the pupil needs support. • Considering teacher proximity. • Supporting the pupil to apologise (if appropriate).
<p style="text-align: center;">LEVEL TWO</p> <p>Examples of Level Two behaviour:</p> <ul style="list-style-type: none"> • Repeated/persistent Level One behaviour. • Disrespectful gestures or body language e.g. rolling eyes, shrugging shoulders. • Teasing, name calling. • Showing a lack of respect for staff. • Showing a lack of respect for property. • Inappropriate use of technology. • Making unkind remarks. • Careless play with an injury to another pupil. • Not following the rules of lunchtime – in wrong place, wrong time (unsupervised). • Hindering other children's learning. • Intentionally spoiling others' work. 	<p>As above in Level One but also:</p> <ul style="list-style-type: none"> • Changing the seating position of the child (if appropriate). • Pupil may be moved to another area within his/her own classroom (chair, table, time out space). • Pupil may be asked to have a learning break in another classroom. • Child is reminded of The Abbey Promise. • A Think Sheet MAY be completed by the child during their free time or in another class. • Incident may be recorded on CPOMs.

LEVEL THREE	
<p>Examples of Level Three behaviour:</p> <ul style="list-style-type: none"> • Repeated/Persistent Level Two behaviour. • Persistent refusal to follow instructions/not cooperating. • Arguing back. • Swearing/using offensive language. • Lying/arguing with a member of staff. • Uncooperativeness. • Walking away from an adult. • Stealing. • Rudeness to others. • Getting up and leaving the room without permission. • Lack of respect for school property. • Repeated careless/rough play on the playground. 	<p>As above in Level Two but also:</p> <ul style="list-style-type: none"> • A Think Sheet WILL be completed by the child during their free time or in another class. • Parents will be informed of the incident with the think sheet and/or by the Headteacher/class teacher. • Headteacher informed. • Incident will be recorded on CPOMS. • Appropriate protective consequence and/or educational consequence decided by professional judgement. • Restorative conversation with the pupil at appropriate time. • Pupil apologises to those affected by their behaviour.
LEVEL FOUR	
<ul style="list-style-type: none"> • Persistent Level 3 behaviour. • Targeted physical violence towards peers or staff. • Verbal abuse of others. • Swearing at staff. • Dangerous refusal to follow instructions. • Persistent lying. • Bullying. • Racism. • Homophobia. • Transphobia. • Sexualised language and behaviour. • Leaving the school grounds without permission. • Deliberate vandalism. • Stealing. • Bringing a weapon into school. 	<p>As above in Level Three but also:</p> <ul style="list-style-type: none"> • A Think Sheet WILL be completed by the child during their free time or in another class. • Immediate protective consequence put into place. • Incident is recorded on CPOMS. • The pupil is sent to the Headteacher or a member of SLT's class. • SLT/Headteacher to consider suspension/exclusion where a pupil is repeatedly reaching a level 4. • Parents are informed of the incident and will be invited in for a meeting with the class teacher or Headteacher. • Pupil apologises to those affected by their behaviour. • Staff to consider where additional support is appropriate. • Adult to have a restorative conversation with the pupil. • Individual Behaviour Plan put in place (where appropriate).
<p>Any of the above behaviours which are deemed to cause significant harm to the individual or school community.</p>	<p>See information regarding fixed term and permanent exclusions.</p>

Appendix 2 – Behavioural Categories and Consequences for children (in child speak)

<p style="text-align: center;">Behaviour</p> <p style="text-align: center;"><i>*This list does not show everything but gives us all examples.</i></p>	<p style="text-align: center;">Consequences</p> <p style="text-align: center;"><i>*An idea of consequences to unwanted behaviour in our school.</i></p>
<p>LEVEL ONE</p>	
<p>Examples:</p> <ul style="list-style-type: none"> • Calling out in class/assembly. • Talking over others. • Disrupting my own and others' learning. • Answering back. • Not being ready to learn. • Not following instructions. • Spoiling games on the playground. • Not following the rules of the game. • Pushing in when you are lining up for assembly, playtime or lunch. • Running in the classroom. • Not stopping on the playground, when the whistle signals the end of playtime. • Not lining up at the end of playtime. • Using your mobile phone in the school grounds. 	<ul style="list-style-type: none"> • Read 'The Abbey Promise' and talk to an adult about it. • Adults may give you reminders by showing you the expectations. • Listen carefully to reminders like: 'Sit nicely on your chair, thank you.' • Look at how other pupils are following 'The Abbey Promise'. • Do you need some help? Speak to one of your trusted adults in school. • An adult may come and help you with your playground game or move you in the classroom nearer to them. • You may need to apologise to another pupil/adult.
<p>LEVEL TWO</p>	
<p>Examples:</p> <ul style="list-style-type: none"> • Repeating Level One behaviour. • Being disrespectful by rolling your eyes or shrugging your shoulders. • Teasing or using unkind words/name calling. • Showing a lack of respect for staff. • Showing a lack of respect for property. • Inappropriate use of technology. • Saying unkind things to others. • Not playing nicely and causing an injury to another pupil. • Being inside the classroom/toilets when you should be outside on the playground. This means you are 	<p>Look above in Level One, but also:</p> <ul style="list-style-type: none"> • Look again at 'The Abbey Promise'. • You may have to move places in the classroom. • You may be moved to another area in your classroom. • You might be asked to have a learning break in another classroom. • You might be asked to complete a 'Think Sheet' during your own playtime or in another classroom during lesson time.

<p>unsupervised.</p> <ul style="list-style-type: none"> • Stopping other children from learning and completing their work. • Spoiling others' work on purpose. 	
<p>LEVEL THREE</p>	
<p>Examples of Level Three behaviour:</p> <ul style="list-style-type: none"> • Repeated Level Two behaviour. • Constantly refusing to follow instructions. • Arguing back with a member of a staff. • Using offensive language or swearing. • Telling lies. • Not co-operating on the playground or in the classroom. • Walking away from an adult when they are talking to you. • Stealing – taking something that isn't yours. • Being rude to others or a member of staff. • Getting up and leaving the classroom without permission • Showing a lack of respect for school property. • Rough/careless play on the playground on more than 3 occasions (in a short amount of time). 	<p>Look above in Level Two, but also:</p> <ul style="list-style-type: none"> • You will be asked to complete a 'Think Sheet' during your free time or in another classroom. • Your parents might be called in for a meeting. • Mrs O'Melia will be informed. • The teachers will make a note of the behaviour on our computer system. • You will be asked to work in another classroom for a certain amount of time and you will not be learning with your class. • You may have to miss playtimes and/or lunchtimes. • We can have a conversation together and you can have some time to reflect on your behaviour. • You will be asked to apologise to everyone involved.
<p>LEVEL FOUR</p>	
<p>Examples of Level Four behaviour:</p> <ul style="list-style-type: none"> • Repeated Level Three Behaviour. • Physical violence towards peers or staff. • Verbal abuse of others. • Swearing at a member of staff. • Refusing to follow instructions and then putting yourself and/or others in danger. • Persistently lying. • Bullying. • Being racist. • Being homophobic. • Being transphobic. • Using sexualised language or behaving in an inappropriate way. 	<p>Look above in Level Three, but also:</p> <ul style="list-style-type: none"> • You will be asked to complete a 'Think Sheet' and this will be discussed with parents and Mrs O'Melia. • Immediate protective consequence put into place. • The teachers will make a note of the behaviour on our computer system. • You will be sent to see Mrs Fraser/Mrs O'Melia. • Your parents will be invited in for a meeting with your teacher and/or Mrs O'Melia/Mrs Fraser. • You will need to apologise to those affected by your behaviour. • Teachers will think about where extra

<ul style="list-style-type: none">• Leaving the school grounds without permission.• Deliberately vandalising school property.• Bringing a dangerous weapon into school.	<p>support needs to be put into place to help you make the right choices.</p> <ul style="list-style-type: none">• Teachers will have a conversation with you, to give you the opportunity to reflect on your behaviour.• We may need to put a behaviour plan in place which asks you to get feedback after each lesson and every playtime.• If you are consistently reaching a Level 4, Mrs O'Melia and the Governors of our school, may consider an exclusion which could be:<ul style="list-style-type: none">- Internal - all day isolation in school away from other children (but particularly your class mates).- External - you would spend the day at home (off site) where you would be expected to complete work set (by your teacher) on Google Classroom.- A more permanent exclusion, where you would need to continue your learning journey at a different school.
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