

Abbey Primary School

Behaviour Management Policy

June 2023

We respect and support each other, valuing our diverse community. We seek to care for and include everyone. We are safe, listened to and empowered to embrace challenges.

Vision '25

Wellbeing



Aims:

We aim to deliver a behaviour policy that is simple, highly effective, and consistent. We believe that:

- good behaviour arises from good relationships and from setting high expectations.
- behaviour can change and every pupil can be successful.
- praising and rewards are more likely to change behaviour than blaming and punishing.
- being aware of each pupil's needs and their individual circumstances helps us to act in the fairest way.
- reinforcing good behaviour helps pupils to feel good about themselves.

Expectations:

We expect our children to:

- treat each other, staff, and the school environment with care and respect.
- arrive on time.
- follow reasonable instructions given by staff.
- obey school rules and accept sanctions in an appropriate way.
- take responsibility for their own learning and actions.

We expect our staff to:

- provide a positive role model for children and each other.
- be positive, enthusiastic and have high expectations of both learning and behaviour.
- establish classroom routines to prevent negative behaviour.
- be visibly consistent, calm, and kind.
- acknowledge and reward good behaviour.
- intervene and correct poor behaviour.
- structure restorative conversations when dealing with conflict. (See appendix 1)
- deal with parental concerns in a timely, respectful, sympathetic, and professional manner.
- liaise with the SENCO ensuring that those pupils with apparent behaviour difficulties do not have unidentified learning difficulties.

Rules:

We are **ready** to learn. We are **respectful** to each other and school property. We keep ourselves **safe** in and out of school and online.

Rewards:

- single house points awarded on Class Charts.
- bronze, silver and gold awards for good examples (100, 200 and 300!).
- Platinum awarded to celebrate exemplary behaviour (400 house points)
- water bear resilient award/Brian the brain cell in KS1.
- reader of the week, reading raffle (read with SLT and Willow).
- attendance cups.
- awesome awards.
- verbal praise and smiling at pupils.
- verbal praise to parents about their child.
- smiley faces, stickers, stamps and certificates on work.
- sending good work to other staff members as reward or praise.
- special responsibilities, e.g. lunch monitors, reading buddy, school council, house captains.
- positive phone call home.
- WOW board!

Sanctions:

STEP	ACTION	Examples of inappropriate behaviour
Look (eye contact / quiet word)	Discreet prompting from an adult that certain behaviour needs to stop.	Calling out. Not focusing on work. Not listening to instructions. Being unkind to a friend. Disrupting others. Repeated Step 1 behaviour.
Step 1	Clear verbal warning.	
Step 2	5-minute reflection.	
Step 3	Additional 10-minute reflection (Child now has a total of 15 minutes.)	
Step 4	Sent out to SLT. (Child still has a total of 15 minutes reflection.) Speak to parents after school.	

For certain inappropriate behaviour, children should be sent to SLT e.g., hurting an adult, fighting, stealing, racism.

Playtime Reflection:

If a pupil's behaviour has not been acceptable at playtime s/he will have a reflection.

Lunchtime Reflection:

If a pupil's behaviour is not acceptable at lunchtime s/he will have a reflection the next day.

For certain inappropriate behaviour e.g., fighting, defiance, racism, s/he will be immediately sent to SLT.

Emotional Literacy Support Assistant (ELSA):

Pupils who are giving cause for concern socially or emotionally are referred for ELSA sessions. Targets are set and reviewed at the end of the sessions. Any pupil who is particularly upset or angry will immediately receive an ELSA session to support them through the difficult time.

Safeguarding:

There may be occasions when a behaviour exhibited gives cause to suspect that a pupil is at risk of significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

Internal Suspension:

Child will complete work set with SLT for at least half a day.

Fixed -Term Suspensions and Permanent Exclusion:

The Headteacher or Deputy Headteacher may suspend a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this. A permanent exclusion will be actioned only:

- If there has been a serious breach or persistent breaches of the Behaviour Policy; or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

Taking Account of SEND, Disability and the Circumstances of Other Vulnerable Pupils:

We will make reasonable adjustments in the application of the Behaviour Policy for those with Special Educational Needs. Where a reasonable adjustment is made, the Headteacher and SENCO will work with the parents and class teacher to amend their SEND Support Plan.

Pupil Review Meetings:

Teachers, parents and pupils twice a year to set targets and review progress. One of the areas discussed is a pupil's behaviour and attitude to learning.

Monitoring:

Fortnightly at SLT.

Policy reviewed - Summer Term 2024.

Appendix 1

Countdown

Five, great Carl, you have turned to face me. Four, Ellie, thank you for putting your work in the middle of the desk. Three, spot on this group, you are the first to be ready. Two, Raj, nearly there? You just need to pop that coat on the back of the chair Faye. One, quick as you can Sam. Half, Lily? Brilliant, thank you everyone, eyes on me.

30 second script

I noticed you are ...
It was the rule about ... that you broke.
You have chosen to ...
Do you remember yesterday when you...
That is who I need to see today.
Thank you.

Restorative five follow up (choose 5 questions each time)

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel? (focus on the impact their behaviour had on others)
- 5) Who has been affected? (reflective routine becomes embedded)
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

Six ways to reroute power play

I understand ... (that you are angry/upset).
I need you to ... (come with me so that we can sort it out).
Maybe you are right ... (maybe I need to speak to them too).
Be that as it may ... (I still need you to join the group).I've
often thought the same ... (but we need to focus on...).
I hear you ... (it's not easy but I know that you can do it).

**Links to
Anti-bullying
And Anti-Racist Policies**

