



"Aiming high to achieve success!"

Behaviour Policy

Document Control:

Document Name	Behaviour Policy
Document Author	Kate Stokes – Deputy Head Teacher
Document Ref.	ACPS-004
Last Issued Date	June 2022
Next Review Date	Free for Head Teacher to determine
Ratified By	The school Governing Board – November 2018
Dissemination	This policy is stored on the staff shared area of the school network under 'policies' as well as posted on our website.

Version Control:

Date	Version	Updates / Changes
2017	1	Original version
Aug 2017	2	Latest amendments highlighted in yellow
Nov 2018	3	The Key model policy adopted and updated
Feb 2019	4	Amendments to EYFS Procedures
July 2019	5	Review Frequency & Document Number changed
February 2020	6	Amendment to 8.4.1.1/9.1.1/9.2
June 2020	7	Appendix added in line with Covid-19 guidance
September 2020	8	Appendix amended in line with Covid-19 guidance and the return of all children to school
June 2022	9	Covid-19 guidance removed General updates and rewording

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1. AIMS

1.1 This policy aims to:

1.1.1 Provide a **consistent approach** to behaviour management

1.1.2 **Define** what we consider to be unacceptable behaviour, including bullying

1.1.3 Outline **how pupils are expected to behave**

1.1.4 Summarise the **roles and responsibilities** of different people in the school community with regard to behaviour management

1.1.5 Outline our system of behaviour management, **reward and sanctions**

1.2 The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual. It is underpinned by the principle that *no one has the right to prevent another child from learning or a teacher from teaching*.

1.3 We aim to give all children a shared sense of pride in attending **Abbott Community Primary School** and to feel that it is a place where they are *safe to learn without disruption*.

2. LEGISLATION AND STATUTORY REQUIREMENTS

2.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

2.1.1 It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

2.1.2 In addition, this policy is based on [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

3. DEFINITIONS

3.1 **Misbehaviour** is defined as:

3.1.1 Disruption in lessons, in **all areas** of the school between lessons, at break and lunchtimes, **and in all wrap-around care and extra-curricular activities**.

3.1.2 Non-completion of classwork or homework.

3.1.3 Poor attitude.

3.2 **Serious misbehaviour** is defined as:

3.2.1 Repeated breaches of the school rules and expectations.

3.2.2 Any form of bullying.

3.2.3 Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.

3.2.4 Vandalism.

3.2.5 Theft.

3.2.6 Fighting.

3.2.7 Racist, sexist, homophobic or discriminatory behaviour.

4. **BULLYING**

4.1 **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

4.1.1 Deliberately hurtful.

4.1.2 Repeated, often over a sustained period of time.

4.1.3 Difficult to defend against.

4.2 Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.3 Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

5. ROLES AND RESPONSIBILITIES

5.1 The **Head Teacher** of Abbott Community Primary School will:

5.1.1 Be responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 1).

5.1.2 Approve this policy.

5.1.3 ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour,

5.1.4 Monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently.

5.2 The **Governing board** will:

5.2.1 Be responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

5.2.2 Review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.3 **All staff, trainees, volunteers and visitors are** responsible for:

5.3.1 Implementing the behaviour policy consistently -

- Remaining calm, by not raising their voice.
- Discreetly addressing behaviour with the individual child, without disturbing a lesson or **extra-curricular activity**.
- Clearly explaining the consequences of **continued** behaviour.
- Encouraging positive choices.
- Following up incidents to their conclusion, adhering to school rules & procedures.
- Refraining from discussing incidents with other adults or in front of the child

5.3.2 Modelling positive behaviour.

5.3.3 Providing a personalised approach to the specific behavioural needs of particular pupils.

5.3.4 Recording behaviour incidents.

5.3.5 The **Senior Leadership Team** will support staff in responding to behaviour incidents.

5.4 **Parents** are expected to:

5.4.1 Support their child in adhering to the pupil code of conduct, as outlined in the signed home school agreement.

5.4.2 Inform the school of any changes in circumstances that may affect their child's behaviour.

5.4.3 Discuss any behavioural concerns with the class teacher **in the first instance, then with SLT following this.**

6. PUPIL CODE OF CONDUCT

6.1 Our Home School Agreement outlines agreed standards of behaviour and values that encourage children to develop a sense of self-discipline and an acceptance of responsibility for their actions.

6.2 We encourage children to be polite, well-mannered and helpful to each other in order to become good citizens.

6.3 **Pupils** are expected to:

6.3.1 Behave in an orderly and self-controlled way, **in class and at all times around school.**

6.3.2 Show respect to **all** members of staff, **volunteers and visitors** and each other, **at all times during the school day.**

6.3.3 In class, make it possible for all pupils to learn.

6.3.4 Treat the school buildings and school property with respect.

6.3.5 Accept sanctions when given.

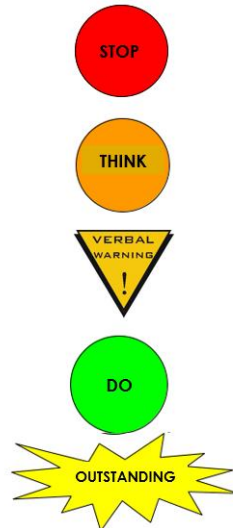
6.3.6 Refrain from behaving in a way that brings the school into disrepute, including when outside school.

6.4 The Abbott Home School Agreement is signed and agreed by all stakeholders: the Head Teacher, Parents and Pupils on admission to the school.

7. BEHAVIOUR MANAGEMENT PROCEDURES

7.1 We use a whole school approach to positive behaviour management, based on respect for all members of the school community – this is called the '**Abbott Traffic Light**' system.

7.2 A visual traffic light chart is displayed in all classrooms, as well as in other areas of the school where learning and/or extracurricular activities take place.



- 7.2.1 Every child starts the school day on 'Do' and should endeavour to remain or work their way back to this point over the course of the day.
- 7.2.2 If a child is not adhering to the behaviour expectations outlined in class (e.g. *talking over the teacher during input, deliberately distracting/disturbing peers & team mates, failing to follow instructions*) or during any school activity, they will be given a **discreet verbal warning** to alter their behaviour.
- 7.2.3 If a child continues with the unacceptable behaviour and/or continues to disrupt the learning in class, after a verbal warning has been given, they will be moved immediately to 'Think'. No further verbal warning will be given.
- 7.2.4 When a child chooses to change their behaviour and responds appropriately, they will be moved back to 'Do'.
- 7.2.5 If a child continues further with the behaviour and/or continues to disrupt the learning in class, after being moved to 'Think', they will be moved immediately to 'Stop'. No further verbal warning will be given.
- 7.2.6 When a child chooses to change their behaviour and responds appropriately, they will be moved back to 'Think' or 'Do', at the teacher's discretion, dependent on the situation.
- 7.2.7 If the behaviour continues once a child has been moved to 'Stop', and they are not responding appropriately to the system, then they will be given a Red Card detention.
- 7.3 The expectation is that a child will make their way back down the Traffic Light to 'Do' by choosing to modify their behaviour. Teachers must ensure this is achievable and actively seek to support a child to make their way back to 'Do', within the same session if possible.

7.4 As part of this positive behaviour system, NO child is to be sent out of lessons (including PE) to another teacher, unless they are unsafe in their behaviour.

7.5 **Classroom management**

7.4.1 Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be actively engaged.
- Display a pupil code of conduct/classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

7.6 **EYFS procedures**

7.6.1 In the EYFS Unit, we use positive praise as an incentive for good behaviour. This is reinforced by the use of stickers and reward cards. The traffic light system is also used in line with the rest of the school. The traffic light is also displayed in the EYFS, but may be adapted to be age appropriate.

7.6.2 If children work their way through the traffic light system and continue with disruptive behaviour, or display aggression towards other children, a time out system is used. The length of time out is 1 minute for each year of life. Such incidents must be logged on CPOMs – notifying SLT and EYFS Lead. This is the responsibility of the relevant staff member managing the behaviour.

7.6.3 All staff must follow the EYFS Procedures – including during Breakfast Club/After School Care. Children will complete timeouts within these environments and are not to be sent to EYFS Staff.

7.6.4 If a serious incident arises, the Head Teacher and parents will be informed immediately and a plan of disciplinary action will be discussed between staff and parents. This must also be logged immediately on CPOMs.

7.7 **Lunchtime Organiser Procedures**

7.7.1 The 'Traffic light' system must also be used outside during lunchtime - where staff can verbally 'move' children to '**Think**' and/or '**Stop**'. Children must be given the opportunity to modify their behaviour and move back to '**Do**'.

- 7.7.2 If a child has been 'moved' on the traffic light the LO must inform the class teacher at the end of lunchtime, as this will continue into the afternoon session until a child has moved back to 'Do'.
- 7.7.3 If a child is given a red card during lunchtime, the LO must inform Janet (Senior LO), who will inform parents on their behalf. If there is sufficient time in the lunchtime break, children will complete a detention immediately and will be escorted to the hall by Janet.
- 7.7.4 It is the responsibility of Lunchtime Organisers to log any incident on CPOMs, at a suitable time that day.

8. POSITIVE CONSEQUENCES AND SANCTIONS

- 8.1 Expected behaviour and those children who are following expectations will be positively acknowledged throughout the day. Children will be rewarded for effort, achievement and behaviour.
- 8.2 Positive consequences will be in the form of:
 - 8.2.1 Verbal Praise
 - 8.2.2 Stickers
 - 8.2.3 Certificates of achievement in whole school events
 - 8.2.4 Notes home to parents
 - 8.2.5 House Points for ending the day on 'Outstanding'
 - 8.2.6 House Points for effort and positive behaviour for learning during lessons
 - 8.2.7 House Points for effort completing Home Learning
 - 8.2.8 Extended Play times
 - 8.2.9 Termly 'fun sessions' for the winning House Team
- 8.3 All Class Teachers will enforce the same positive consequences within class and around the school, to ensure our behaviour system is consistent for all children.
- 8.4 **Sanctions**
 - 8.4.1 At any time, a child may be moved straight to 'Stop', given a red card or Head Teacher card, without going through the Traffic light system. If the occasion merits the card, then this is perfectly acceptable.

8.4.2

<u>Red Card</u>	<ul style="list-style-type: none"> • Working through the Traffic Light System • Play fighting • Violence towards another child • Deliberate name calling that results in upset • Addressing any member of staff inappropriately and showing disrespect • Swearing
<u>Head Teacher Card</u>	<ul style="list-style-type: none"> • Racist/Homophobic or derogatory language used in any context • Extreme rudeness to any member of staff • Extreme violence towards another child • Violence towards a staff member

8.5 Detention Procedures

8.5.1 Red Card Detentions will take place at:

- Break time (**morning & afternoon**)
- Lunch time
- The end of the school day [15:15 – 15:30]

8.5.2 When a child completes their detention, depends on during which session they receive the red card. Red cards given during Guided Reading/Phonics or Literacy will be completed at **morning break time**; during Maths at Lunch time and during the afternoon sessions **at afternoon break time** or the end of the school day.

8.5.3 It is the Class Teachers/TA's responsibility to escort children to their detention at the relevant time and inform members of staff who will be supervising.

8.5.4 Detention Supervision

Break Times (Hall)	Janet/SLT if available
Lunch Time (Hall)	Lunchtime Staff/ SLT if available
After School (Designated area within own Classroom)	Class Teachers/TAs

8.5.5 At Lunch time, on completing the 15-minute detention, children will have their lunch and can then go out for the remainder of Lunch time.

8.5.6 Class Teachers must take responsibility for ensuring any detention is completed the following break time if parents disagree with children staying after school or they cannot be contacted in sufficient time.

8.6 Head Teacher Cards

8.6.1 If a child is given a 'Head Teacher Card' for more severe behaviour, then they must be escorted by a member of staff to the Head Teacher or SLT in her absence. The incident must first be discussed discreetly with the Head Teacher, who will then talk to the child and decide on any further action.

8.6.2 The Head Teacher will be responsible for deciding on the action/consequence needed, determined by the nature of the incident. This could be break and/or

lunchtime detentions for the rest of the week or on occasion a child may spend an allotted period of time on an out of class exclusion. The length of time is determined by the nature of the incident. On these occasions, the Class Teacher must provide relevant and manageable work for the child to complete independently when out of class.

8.6.3 In conjunction with these guidelines, the Head Teacher has the discretion to change the punishment in accordance to the severity of the incident. In the Head Teacher's absence, the Deputy Head will deal with such cases.

8.7 Exclusions

8.7.1 The Head Teacher has the discretion to exclude a child from school when behaviour is deemed unacceptable. In certain cases, where a child is verbally aggressive towards a member of staff, a one day fixed term exclusion may apply. If a child is physically violent towards a member of staff, then a minimum two-day fixed term exclusion may apply.

8.8 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when behaviour in the local community has a direct impact on the school/pupils at the school.

8.9 Every effort is made to ensure provision for all children to take part in educational trips and experiences. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of themselves or others at risk.

8.10 Physical Intervention

8.10.1 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

8.10.2 Incidents of physical restraint must **always be used as a last resort**. See Physical Intervention Policy.

9. REPORTING PROCEDURES

9.1 It is the Class Teacher/TA's responsibility (depending on who gave the child the red card) to log the incident on CPOMs, at the earliest convenience, out of lesson times that day.

- 9.1.1 All staff have access to CPOMs and must ensure that all incidents are logged accordingly and the relevant members of staff notified and alerted: all SLT and specific Class Teachers when necessary.
- 9.1.2 Class Teachers must also ensure they follow up any subsequent actions they are alerted to through CPOMs.
- 9.2 Parents must be informed of an incident and the subsequent consequences the same day - this is the responsibility of Class Teachers/TAs.
- 9.2.1 This must be done at the following times, where possible.

Detention	Contacting Parent/Carer
Break time	End of the school day
Lunch time	End of the school day
After School	Phone call in advance

- 9.2.2 If it is not possible to speak to a parent/carer in person, then a phone call must be made and an appropriate message left if unavailable. Parents/carers may also be contacted by email if staff are unable to make any contact on the phone.
- 9.3 If a parent is not satisfied with the information provided, they can be directed to the next senior member of staff.

Point of contact with Parent	Senior Staff member
TA	Class Teacher
Class Teacher	SLT
SLT	Head Teacher

10. PUPIL SUPPORT AND TRANSITION

- 10.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
- 10.1.1 The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 10.1.2 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 10.1.3 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 10.1.4 One Page Profiles are in place for children identified with SEND. All staff that have contact with the child is made aware of the One Page Profile and in particular the

strategies to be used when the child is experiencing difficulties. Individual Behaviour Plans are also developed for identified children. Both IBPs and OPPs work alongside our whole school Traffic Light Behaviour system.

- 10.2 To ensure a smooth transition to the next year, pupils have structured transition sessions with their new teacher(s).
 - 10.2.1 In addition, staff members hold transition meetings where information related to pupil behaviour issues are transferred to relevant staff to ensure behaviour is continually monitored and the right support is in place at the start of the term or year.
 - 10.2.2 Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.
- 10.3 We seek to encourage a partnership of parents, children and the school working together. All stakeholders sign a Home School Agreement, at the start of each academic year in support of this partnership.
 - 10.3.1 All parents receive information regarding the school rules and expectations when their children start at Abbott and annually, as they move through the school. Efforts are made to keep parents informed of any changes to behaviour or policy, and of their child's progress in school through continual feedback.

11. TRAINING

- 11.1 Our staff are provided with training on managing behaviour as part of their induction process.
- 11.2 Behaviour management will also form part of continuing professional development and will be revisited in conjunction with the policy throughout the academic year.
- 11.3 Members of SLT will receive regular training on the use of physical intervention.

APPENDIX A: Related Policies and Documents

School Policies:

ACPS-005 Physical Intervention
ACPS-040 Feedback Policy
ACPS-001 Safeguarding Policy
ACPS-016 Anti-Bullying Policy

DFE Guidelines:

Behaviour and discipline in schools
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school

APPENDIX B: HOME SCHOOL AGREEMENT



Abbott Community Primary School

"Aiming high to achieve success!"

HOME SCHOOL AGREEMENT

Child's Name: _____

The school and all staff will:

- Provide a learning environment that meets the needs of your child's *well-being, mental health and academic potential*, and where all children are valued, respected and listened to;
- Offer a broad and balanced curriculum that engages all children;
- Provide as much support as we can to help your child meet their full potential;
- Teach children to develop a positive attitude to others, regardless of *age, disability, gender identity, marriage or civil partnership, pregnancy, race and nationality, religion or belief, and sexual identity*, in line with the school Code of Conduct
- Continue our clear and consistent approach to rewards and sanctions for children, as set out in the Behaviour Policy;
- Work in partnership with parents and pupils to value their contributions, and maintain a supportive and professional relationship built on mutual respect;
- Keep parents informed regularly about school activities, the curriculum and other related issues, through newsletters, text messages, email, the school website and social media.
- Keep parents informed of their child's progress through informal discussion, parents' evenings, progress reports and an annual written report.

Signed on behalf of the school:

As a Parent/Carer, I will:

- Support the schools policies and guidelines on appropriate behaviour and encourage my child to develop a positive attitude towards our diverse, multi-cultural community, in line with the school code of conduct;
- Show a positive and active interest in my child's life at school – attending parents' evenings and other discussions about progress, and celebrate their academic and personal achievements;
- Read and respond appropriately to all letters, newsletters, messages and emails, and regularly read information on the website and online calendar so that I am kept-up-to-date with important information;
- Ensure that my child arrives at school by 8:45am, in appropriate uniform, correctly equipped (PE/ Swimming kit) in good health and properly rested, and collect them promptly at 3.15pm, or inform school immediately if there is a reason this is not possible;
- Ensure that my child maintains good attendance and not take them out of school for holidays during term time, and follow reporting procedures, by contacting the school as soon as possible if my child is absent;
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do home learning, as this can then be resolved quickly.
- Support my|child with all aspects of home learning

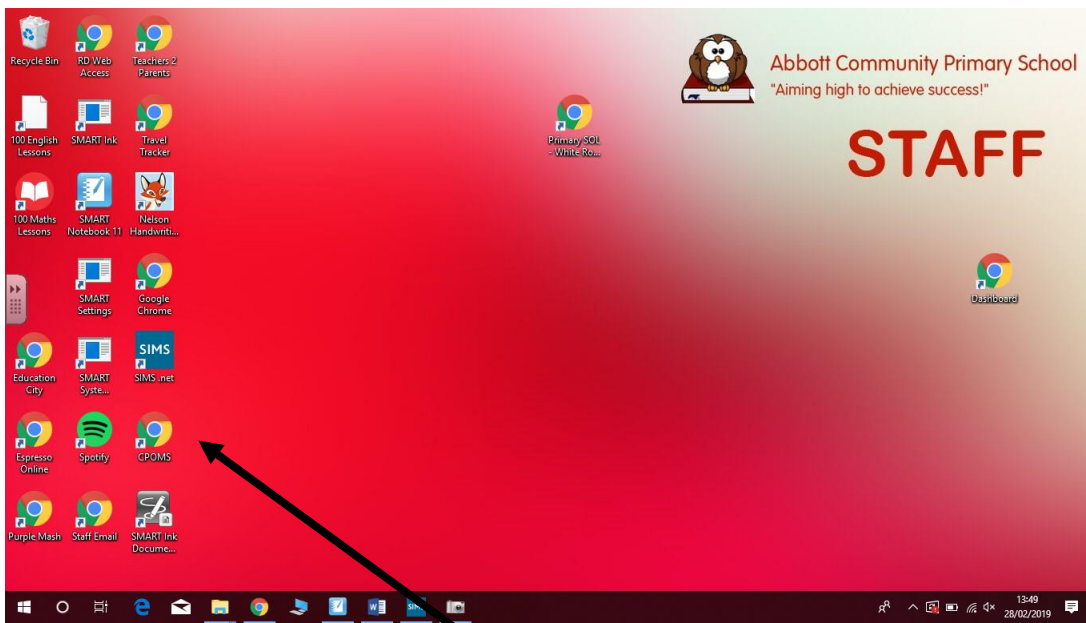
Signed by parent/carer.....

As a Pupil, I will:

- Come to school regularly, on time, wearing my school uniform, and with everything I need for the day (PE/Swimming Kit, reading book etc.);
- Behave in a safe and appropriate way, at all times, to make it possible for all pupils to learn, and listen to all adults in school and follow their instructions;
- Reflect on my behaviour and learning, accept responsibility for the things that I do and learn from all experiences;
- Respect the culture, race, feelings, beliefs and values of everyone in our school;
- Always try to enjoy school and help other children to do the same;
- Co-operate and collaborate with others in school;
- Feel able to discuss any aspect of school life with any adult in school
- Be responsible for completing school and home learning to the best of my ability
- Look after the school building, grounds and all equipment;

Signed by child

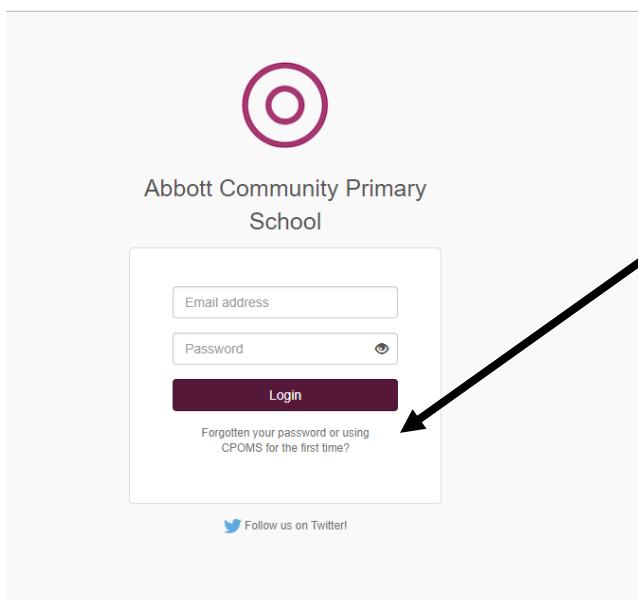
APPENDIX C: CPOMS reporting guidelines for Staff



To access CPoms, there is a link on the staff desktop. Alternatively, you can type <https://abbott.cpoms.net> in to the address bar.

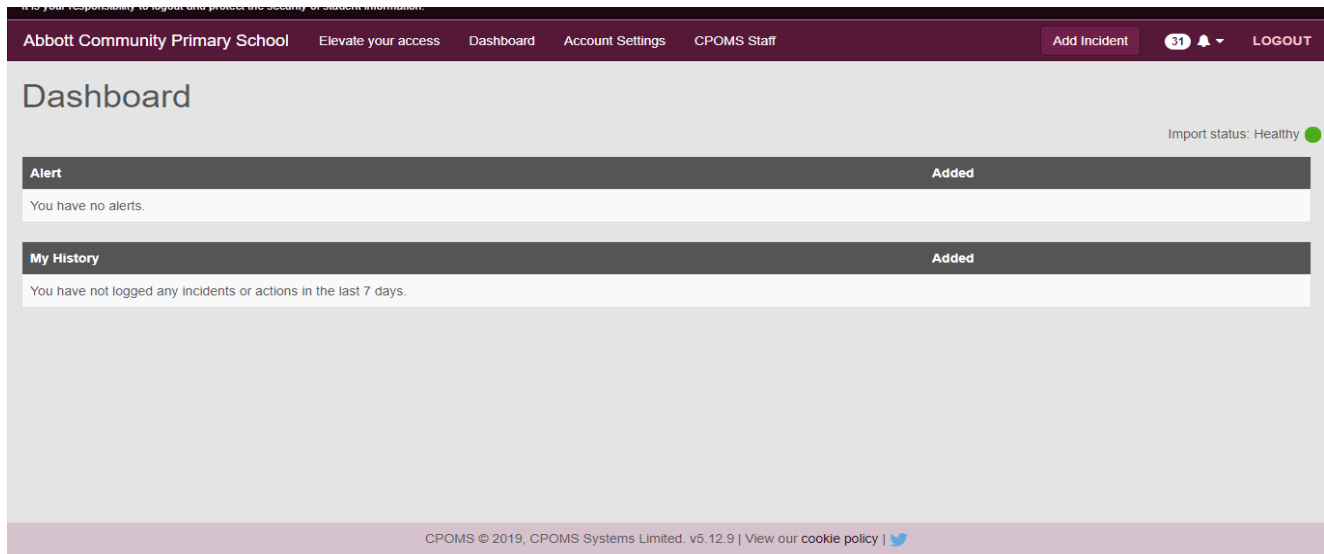
Logging in:

To log in, you will need your school email address and your password. If you are unsure of your password, or it needs resetting you can request a new one by clicking the link. You will then need to access your school email for a link to follow and then reset your password.



Dashboard:

The Dashboard will show any incidents you have logged or any alerts.



Adding Incidents:

Click 'Add Incident'.

- Add the student's name and all details of the incident – these need to be factual accounts.
- Identify the relevant category or subcategory for the incident.
- If other children were involved, their names can be added in the 'Linked Students' tab
- Add the correct date and time of the incident
- Alert SLT to all incidents
- Other staff (class teachers, TAs, Janet for medical or attendance issues) can be added by typing in their name in the tab.
- Save incident.

APPENDIX D: Identified Child Behaviour Flowchart

