

# Allensbank Primary School



## Behaviour Policy

## **Mission Statement**

Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all.

The school fosters respect, celebrates diversity and actively promotes high standards for all.

## **Vision Statement**

At Allensbank Primary School everyone works together to ensure that

- We lay the foundation for a love of learning through being committed to high quality provision which enables the development of skills for the future.
- We have high expectations of ourselves and achieve our full potential through a supportive, nurturing ethos.
- We have a safe, secure environment to learn in and we take pride in the appearance of both the indoor and outdoor learning environment.
- Pupils take responsibility for their own learning, working towards individual targets and celebrating their achievements.
- We show respect and consideration for others within our diverse school community and nurture positive partnerships with parents, carers and the wider community.
- We promote personal growth by actively encouraging relationships based on honesty, trust and respect.
- We have pride and confidence in ourselves as individuals and feel valued within our school.
- We recognise the importance of regular attendance which enables all pupils to achieve high standards.

## **Introduction & Aims**

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, and our values are built on mutual trust and respect for all. Our school Positive Behaviour Management Policy is therefore designed to support the way in which all members of our school community can live and work together in a supportive way. It promotes an environment where everyone feels happy, safe and secure. The policy also puts in place measures to support children in becoming positive, responsible and increasingly independent members of the school community.

The behaviour policy's emphasis is on positive behaviour with all staff actively looking for the good things going on in the school and 'catching a child being good' is a key part of the policy. The policy is designed to promote good relationships, so that all members of the school community can work together with the common purpose of helping everyone to learn and to get the most out of their time at Allensbank.

The school rewards good, positive behaviour in order to develop an ethos of kindness and co-operation and one which helps to build confidence and self esteem in all children. There are clearly stated expectations that every member of the school community behaves in a considerate way towards others.

## **Policy Aims**

- To provide clear ways of how to deal with behaviour as a whole school
- To promote calmness
- To promote justice
- To lead to more acceptable behaviour, a positive ethos and a less stressful working environment
- To empower staff to deal with unwanted behaviour
- To empower children to own their own behaviour
- To promote an environment where everyone feels happy, safe and secure

## **School Behaviour Plan**

The school behaviour plan consists of three strands

- Rules
- Rewards
- Consequences

### **Rules**

To ensure consistency across and throughout the school, the school has opted for four rules which are in place in all areas of the school site, including dining hall, playground, classrooms, corridors etc.

The rules are:

1. We always listen to and follow instructions promptly
2. We always keep hands, feet and unkind words to ourselves
3. We always look after our school and belongings
4. We are always thoughtful and respectful to others

Rules provide clearly defined parameters of what is and is not acceptable behaviour. By being consistently enforced by all staff all children within Allensbank will have clear expectations of what is required of them.

Rules are regularly referred to and discussed with all children to ensure they have clear understandings of the rules and that they understand the importance of the rules and the need to abide by them.

The rules help to support the values we try to actively promote in Allensbank Primary School. These include:

- telling the truth at all times
- keeping promises, no matter how small
- showing consideration for others

- being polite and courteous e.g. by opening doors or carrying things for other people
- communicating politely with other people
- self-discipline - taking responsibility for one's own actions
- looking after and taking pride in our school
- promoting the good reputation of our school by always behaving well when representing the school on or off-site
- to respect and show empathy for others. To treat others how we would like to be treated

## **Rewards**

Rewards are a key part of the classroom behaviour plan. For many children verbal praise, positive attention and interaction with staff is sufficiently rewarding. For others, more powerful rewards are needed to help them learn to behave properly, although all children value special rewards such as certificates and golden time.

Allensbank is extremely keen to show all children that they, and the positive things they do, are valued and that the rewards the children receive are known about at home. The school uses Class Dojo as a key part of their Positive Behaviour Management System. This is an online system where every pupil is assigned a Class Dojo 'monster' and earns points for a range of good behaviours, including Collaboration, Good Manners, Moving Quietly Around the School, Growth Mindset, Siarad Cymraeg and for being On Task, as well as additional specific areas determined by each class teacher. Class Dojo charts are displayed interactively within the class and there is also a Class Dojo display board within each classroom.

Consistency is a key part of any behaviour policy, with consequences and rules needing to be consistent if good order is to be maintained. Rewards do not require the same level of consistency from year group to year group as it is important the rewards put in place by individual teachers are rewards which the children value. For example, stickers usually have a higher value to a reception child compared to a year six child. The effective teacher will have negotiated a range of rewards which their class value and are eager to earn.

Rewards include:

- **Verbal Praise** – this is by far the most effective reward a child can receive and all staff strive to embed regular positive feedback to all children on a daily basis.
- **Non-verbal Praise** – e.g. smiles, thumbs up etc. Again this positive interaction is embedded in classroom practice and helps to develop children's self worth and confidence.
- **Tangible Rewards** – Class Dojo points, stickers, stars, raffle tickets, these can be given for anything positive a child does and is all about the staff trying to 'catch a child being good'. Sometimes rewards are related to a specific area e.g. resilience.
- **Certificates** are presented to children for a number of reasons e.g. pupil of the week, outstanding piece of work, head teacher's award etc. Certificates are usually presented every Tuesday in a 'Celebrations' assembly.
- **'Golden Time'** – In Foundation Phase, this is a short period of time (usually Friday afternoon) when the class have earned an enjoyable structured activity for all their good efforts throughout the week. In Key Stage 2, Golden Time is a weekly reward given to those pupils who have gained less than 3 minus Class Dojo points during the week.
- **Referral** – A child might be sent to another member of staff for further praise and encouragement and possibly a small tangible reward e.g. sticker or quick note.
- **Attendance Awards** – The class with the highest attendance for the week receive the attendance shield which takes pride of place in their classroom and an extra 5 minutes of play on Friday. Children with excellent attendance records also receive individual rewards e.g. stickers and certificates.

Allensbank also tries to acknowledge all the efforts and achievements of children outside of school, for example achievements in music or sport will be celebrated in assemblies or the child sent to senior teachers to receive further praise.

## Consequences

In Reception to Year 6 consequences are dealt with via the Class Dojo 'Needs Work' points. This is a system which needs to be consistently applied by all staff in order to ensure that positive behaviour is promoted in a consistent and fair way across the school.

If rules are broken then the child will be issued with a warning. If the same poor behaviour continues after a warning then a 'Needs Work' point will be issued. The child should be made aware of the specific reason why they have been given a 'Needs Work' point, e.g. Being Unkind (-1), Off Task (-1), Disrespect (-1) or a Red Card (-4) for more serious poor behaviour. The 'Needs Work' categories have been previously agreed and are the same across the school. Staff are asked not to add additional reasons to the 'Needs Work' points.

If a child receives more than 2 'Needs Work' points in a week, they will miss golden time on Friday afternoon. After each 'Needs Work' point has been issued the teacher needs to remind the child of the need for positive behaviour and the consequence of missing Golden Time for repeated poor behaviour.

Any child receiving more than 2 'Needs Work' points in a week will go to the Assistant Head's room during Golden Time instead of going outside. They will be asked to discuss the reason for their poor behaviour and the Assistant Head will lead a discussion with them on ways in which they could improve their behaviour for the following week.

Names of pupils who miss Golden Time will be logged on a Class Dojo Termly tracker each week by the Assistant Head. If a child misses three sessions of Golden Time during a period of time, the Head Teacher will speak to the child's parents to discuss their poor behaviour.

**FAST TRACK** - For extreme, dangerous or potentially dangerous behaviour Allensbank operate a 'fast track' system, whereby the child will be removed from the classroom as soon as possible and sent to the Head Teacher or Assistant Head. They will also be given a 'Red Card' Needs Work' point (-4).

**Reminders** – At each stage a reminder is issued before a 'Needs Work' point is given. To ensure the flow of the lesson isn't constantly interrupted and to reduce negative interaction between staff and children reminders do not always need to be verbal in nature.

The children in the teacher's care should be made well aware of the teacher's expectations and know when they are misbehaving; they also know what the teacher's non-verbal reminders look like, for example putting a finger to your lips for silence or pointing to the class rules. The children in each class should be aware that these non-verbal interactions should be understood as reminders.

Some children may need the unambiguous act of a verbal reminder to understand what is expected of them at that time.

Each class may have some children who are issued two reminders per stage due to specific reasons such as a medical condition e.g. ADHD.

Teachers have the right to speak to children at break time or lunch time if they feel behaviour or another concern arises. This is not a punitive measure but an opportunity for an adult to discuss their concerns with a child.

## **The Playground**

For some children the less structured environment that break and lunchtime provide can be a difficult time to abide by the school rules.

We wish to support and encourage the children to:

- Respect their surroundings and the equipment that is provided for them to play with
- Play sensibly in the playground and not to play any 'rough' games that might lead to injury
- Respect the other children and for them not to interfere or ruin others activities
- Take pride in their school and not to drop litter at playtimes

Consequences for poor behaviour include:

- A verbal reprimand from a member of staff
- A 'Needs Work' Class Dojo point
- Asking the child to stand against the wall for part of playtime or break or being restricted to an area near the duty member of staff

- Kept in under supervision for part of the next playtime
- Parents informed and involved and a strategy for improvement e.g. playtime chart set up

In the morning children are expected to stand in their class line in the playground and staff will collect them promptly at 8.55. Children will quietly enter the school and prepare themselves for the day ahead.

At the end of morning break and lunchtime a bell will be rung, this is to make the children stand still. When a second bell is rung, children will quickly gather in their class lines. Teachers will promptly collect their children at 10:45 for Key Stage 2 children and 11:00 for Foundation Phase children from morning break and 1.00 - Foundation Phase and 1.10 - KS2 at lunchtime. Afternoon play is for the Foundation Phase only and ends at 2.30, bells are used as in the morning break.

## **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. They are expected to:

1. Treat all children with respect and understanding
2. Show patience and consideration
3. Disapprove of the child's behaviour, not the child
4. Listen to the children and be approachable
5. Avoid humiliation and sarcasm
6. Cater for individual needs by setting enjoyable and relevant tasks
7. Differentiate work so that all children have a chance of achieving success

If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents

him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head Teacher and/or the Assistant Head.

The ALENCo and/or class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The ALENCo and/or class teacher may, for example, discuss the needs of a child with a social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, after consultation with the head teacher or other member of the SLT.

All school staff adhere to the following strategies:

1. Rules should be prominently displayed in each classroom.
2. Staff are asked to draw pupils' attention regularly to our rules and emphasize their importance.
3. Staff have clear expectations of academic and behaviour targets and agreed rewards and consequences.
4. Staff ensure that pupils are clear that they are responsible for their actions no matter that 'she started it', 'I'm tired' etc.
5. Staff are consistent in their approach and to handle disruptions with a response that includes no emotion and not too much talking. Staff use non-aggressive body language and to offer the child space and time to calm down.
6. Staff use assertiveness as opposed to aggressiveness and deal with children in a respectful way.
7. Staff create a culture of praise that focuses on what children do well.
8. Consequences used, should be seen to be fair and in line with the seriousness of the offence.
9. Staff aim to develop respect and positive relationships and act as positive role models

We listen to those:

- We like and respect
- We like and respect those with whom we can identify or identify with us
- We pay attention and act on the advice of those who we trust and believe in

## **The Role of the Head Teacher**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher (or the acting head teacher) may permanently exclude a child. The school governors would be notified of such exclusions.

## **The Role of Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents are also invited to join Class Dojo which allows them to access their child's account to view their Class Dojo points and help support the school in reinforcing the importance of good behaviour.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and, subsequently, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and Permanent Exclusions**

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

If the Head Teacher excludes a pupil, parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the LA 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 head teacher.

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 LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

The Head Teacher reserves the right to exclude any child when the exclusion is deemed necessary, as failure to do so would undermine the running of the school.