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HEADTEACHER - Mr M. Gilbert
BA (QTS)

MISSION STATEMENT
Believe and Achieve

We are committed to the protection and safety of our pupils and safeguarding is a priority

WHOLE SCHOOL BEHAVIOUR POLICY

2017-2018

Aims and Objectives

Our aim is to create a happy caring school in which opinions are valued and consideration is given to all who work or visit the school. This policy is linked to the ethos of the school and its motto: 'Believe and Achieve'.

We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy is centred around the philosophy that the teacher has the right to teach and the pupil has the right to learn in a classroom free from disruptive behaviour.

An ethos of mutual respect and understanding should help to ensure a calm, well behaved and positive environment in which children and adults feel safe and secure. The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

The behaviour policy makes links and runs alongside the Anti-Bullying Policy and complies with section 89 of the Education and Inspections Act 2006.

Abbey Primary School Values

The class teacher discusses Abbey's Values with each class at the start of the academic year but also regularly throughout the year. The school Values should be adhered to at all times and displayed next to the behaviour ladder in the classroom. (see appendix 1)

- We always try our best in everything
- We show respect and tolerance to everyone
- We keep ourselves and others safe
- We look after our environment and take pride in it

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Rewards

We praise and reward children for good behaviour in a variety of ways;

1. teachers congratulate children;
2. children congratulate each other;
3. we hold a weekly assembly to award achievement with certificates that support the previous statement;
4. Positive notes, stickers, verbal contact and telephone calls to parents - aim to establish a positive rapport with parents letting them know we care about their child's success
5. Special privileges - allow pupils to take part in an activity he/she particularly enjoys e.g. 1st in line, or out of class, extra computer time, or sitting by a best friend
6. House points

House Points & School Houses:

House points and school houses will be re launched in September 2017 and will have a greater focus/importance across the whole school.

House points: The 4 new houses are: **J.K Rowling**, **Michael Morpurgo**, **Roald Dahl**, **David Walliams**.

All staff are allocated a house to facilitate termly house meetings. Siblings will be in the same house.

House points are awarded to children for work and for demonstrating consistently our school values. House point tokens awarded to children will be kept in house coloured pots in the classes and every day members of the class school council will empty the contents into the appropriate floor standing tube collector which is displayed in the hall.

Class room displays to reflect new house point system. Teachers to record when a child receives a house point (see appendix 2: chart). Once a child has received 25 house points they receive a certificate, 50 house points certificate number 2, 75 house points certificate number 3. 100 house points children will be rewarded with a prize (See appendix 3). All certificates and prizes handed in assembly on Friday. This system rolls on throughout the year and begins again in September.

At the end of a term, the winning house team members will enjoy a school based treat eg a film afternoon.

What constitutes a house point?

- House points are to be given out sparingly (1 house point) for good work, effort, going over and above, exceptional behaviour, going above and beyond, individual expectations.

Sanctions

This system operates in classes from Nursery to Year 6. In each class a coloured ladder will be displayed highlighting our behaviour system, next to it will be displayed an A4 sheet highlighting our behaviour policy. (appendix 4)

Platinum	Exceptional behaviour/piece of work/going over and above. Note/text home 3 house points
Gold	Worked hard all day, followed the school values. 1 house point
Green	All children start every day on green Faces in Nursery, names in Rec-Y6
Orange	A child moves onto Orange if they have ignored instructions. They miss their break or 15 mins lunch and are sent into Reflection room.
Blue	A child moves to Blue if they have ignored the warnings. They are sent to another class to complete work until the end of the session (morning or afternoon)
Red	Sent to Head Teacher A behaviour incident form (CPOMS) MUST be completed if a child is on red and handed to HT or DHT. If a child has 3 red cards in a week, they are excluded for 1 day.

Black line (child is on the 'cusp').

Serves as a warning/reminder.
Verbal warning issued before moving onto the cusp.

2 further reminders and then moved onto orange.

This is the same for blue/red black lines.

Platinum, gold and green.

Children start the day on green or go back onto green after they have served a sanction. End of the day: chn can be moved to gold (1 hp) if they have tried hard all day and demonstrated the values.

Platinum is awarded for exceptional work or behaviour. This is discussed with whole class at the end of the day. (3hp)

Blue: A child moves to another class to work (within their phase where possible) sent to phase leader

A red card will result in an internal exclusion for the remainder of the day. This is with either the HT/DHT or member of SLT.

All children will start each morning with a green card next to their name. At the end of the day: children can be moved to gold (1 hp) if they have tried hard all day and demonstrated the values.

Platinum is awarded for exceptional work or behaviour. This is discussed with whole class at the end of the day. (3hp)

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques then the following steps should be implemented.

Graduated Response

The following stages of graduated consequences serve as a guideline for staff when dealing with incidents.

However, not all pupils will follow these stages, requiring differentiated consequences appropriate to their medical and/or special educational needs. These consequences may include:

- Individual Behaviour Management Plan
- Removal to a "calm Area"/ Calm cards
- Circle of Friends
- Buddies/Playground Pals
- Individual/personal set of rules
- Individual/personalised rewards
- Consideration to sensory needs.

Stage 1

If a child is causing a problem and/or not doing what is required follow the strategy:

- Praise other children doing what is required
- Remind of the rule that is expected
- Ignore the child "disrupting" the class

Highlight the good with positive reinforcement!

Stage 2

- Correction and reminder of the rules
- First verbal warning

An "Orange Card" (child is NOT moved onto orange on the behaviour ladder) is not given at this stage. If challenging or poor behaviour continues, the member of staff may consider moving to the next stage.

Stage 3

A further verbal warning - no orange card (child is NOT moved onto orange on the behaviour ladder) to be given at this stage.

Stage 4

If behaviour continues, a child is moved onto orange on the behaviour ladder and is recorded in the "Behaviour Monitoring Book". Each teacher is responsible for ensuring the behaviour book is completed daily.

Stage 5

Before a child moves to blue, the child must go through stages 2-3 again (they can move onto the black "cusp" line)

- A child moves onto blue on the behaviour ladder is given and it is recorded in the "Behaviour Monitoring Book"
- The child must be sent to the phases leader (whether teaching or not) and sent to a class to work for the rest of the morning or afternoon session.
- Privileges may be withdrawn

Stage 6

A child moves onto red when the child has been through stages 2 and 3 twice and is on a third round (can move to the black "cusp" line).

- A straight red card can be given (see below).
- Pupil escorted to the Head Teacher or Deputy Head Teacher.

Pupils at this stage will have their names recorded in the "Behaviour Monitoring Book," and CPOMS and parents/carers will be notified of incidents by the class teacher.

Stage 7

Senior leaders will monitor CPOMS for persistent offenders receiving red cards (moving onto red on the behaviour ladder).

- A letter will be sent home informing the parents of the nature and frequency of their child's behaviour and they will be invited in to discuss the matter with the Head Teacher. The class teacher may or may not be asked to join the discussion. The purpose of this is to make the parents aware of the seriousness of the situation and outline the next steps if their child's behaviour does not improve. They will be required to support the school's actions and discipline their child as they see fit.
- The Pupil Referral Committee of the Governing Body will meet with parents, and if necessary the pupil, to discuss the child's behaviour. Parents will be expected to sign a home/school agreement regarding behaviour.
- Details will be recorded on SIMS
- A copy of the letter and notes on the outcome of the meeting will be kept in both the 'Pupil Behaviour Monitoring File' and the individual pupil's records, which are passed on with them through and onto the next school.

Stage 8 - Fixed Term Exclusion:

We will do all in our power to avoid exclusion. In the majority of cases, stages 1-7 would be sufficient and alongside the system for rewards would result in improved behaviour. However, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed to Stage 8.

Some pupils move through stages 1-7 at various points throughout the year, usually because of silly or minor disruptions, and where staff feels that exclusion is inappropriate for their age or stage of development the following guidelines would be considered:

1. Review the child's progress and needs with the SENCO. Implement an appropriate programme of work.
2. Parents will be told clearly that the teacher is dissatisfied with the child's work or behaviour / attitude, and will be asked to work with, and support school.

There are situations where we may judge that a child moves straight to stage 6, without going through the

previous stages. These would be single extremely serious incidents, which we will never tolerate in any form at Abbey Primary School.

At this stage the parents / carers will be contacted immediately to collect the child from school. They will be given clear reasons for the exclusion and told the period of exclusion, including starting and finishing date. The child is then excluded from being present on the school site for that period of time and must not return until the date stated. Failure to comply with this will result in another period of exclusion being imposed.

Arrangements will be made for the parent / carer to collect work for the child to complete at home. The class teacher is responsible for ensuring that this happens.

- Details will be recorded on CPOMS.
- All of the above details will be recorded in written form and copies will be circulated to:
 1. The parents / carers of the named child
 2. The chair of governors
 3. The local education authority
 4. The child's personal record file (which is passed on with them through and to the next school)
 5. The 'Behaviour Monitoring File' in the Head Teacher's office

The length of time for fixed term exclusions will depend upon:

1. The nature and seriousness of the incident
2. Whether or not this is a first time or subsequent exclusion

The minimum period of exclusion will be 2 school days, usually followed by two more 2 day exclusions, two 3 day periods, a 5 day and 10 -15 day period.

The power to exclude a pupil from school is only exercisable by the Head Teacher (or Deputy Head Teacher in the Head's absence), in accordance with the Education Act 2006.

Any pupil who is excluded for more than 5 days in any academic term must be provided with a Disciplinary Hearing by the school's governing body.

They will consider the case and decide whether or not to uphold the Head Teacher's decision. (See appendices for further details.)

Following the period of exclusion, the parent / carer and the child must meet with the Head Teacher on the morning of their return. The purpose of this is to make clear that their return to school is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct

The pupil would be placed at stage 6 and have a Behaviour Monitoring Report Log/Book. This would enable both staff and parents to see clearly whether or not an improvement in behaviour was happening. The involvement of outside agencies may be sought at this stage, with the consent of the parents / carers. The aim of doing so is to provide pupils and their parents with further support to help us all achieve the aim of remaining at the school and improving their behaviour. This would be documented for the purposes of future reference and along with previous documentation, would stand as confirmation of our commitment to inclusion.

Lunchtime Exclusion

Pupils are expected to conform to our school rules at lunchtimes, and in particular to those relating to the dining hall and playground. There should be the same high expectations at lunchtime as at any other time during the school day.

Lunchtime supervisors will be aware of our policy and are responsible for applying it consistently.

The Senior Supervisor will have overall responsibility for ensuring that this is applied, and will report any concerns to the Head Teacher. A child will be sent to the reflection room which is manned by a member of SLT for a period of time (10/15 mins).

Repeated or serious incidents of poor behaviour should be dealt with according to the guidelines for Stages 1-7 above.

However, the Head Teacher may feel it necessary to move to the exclusion stages. Should this be deemed necessary, the following action will be taken:

- At this stage the parents / carers will be contacted the same day by letter. They will be given clear reasons for the exclusion from school for lunchtimes and told the period of exclusion, including starting and finishing date.
- The child is then excluded from being present on the school site each lunchtime and the parent / carer is obliged to make arrangements for them to be collected and returned to school at the start and end of lunchtime sessions. They must not resume school lunches until the date stated. Failure to comply with this will result in another period of exclusion being imposed.
- Arrangements will be made for the parent / carer to collect a packed lunch if the child is entitled to free school meals. The cook and senior supervisor are responsible for ensuring that this happens.
- Details will be recorded on CPOMS.

Following the period of exclusion, the child must meet with the Head Teacher on the day of their return. The purpose of this is to make clear that their return to school is based on the understanding that:

- their actions must not be repeated
- they must demonstrate that they are making every effort to improve their attitude and conduct

Positive behaviour will also be rewarded at lunchtimes. Dining supervisors have daily 'tickets' that are given for good manners, helping others, attitude etc and these are put in the Superstar Box for a weekly 'Superstar' prize draw in assembly.

Stage 9 - Permanent Exclusion from School

Clearly this is to be used as a last resort, when all other stages have been tried and exhausted. We always try to give pupils a new start but we do have an obligation to all pupils and families at Abbey Primary School. All pupils must have the right to learn and to attend school free of the fear of anyone else causing them harm. Therefore, should a pupil's behaviour continue to remain poor and they continually ignore our rules then we will proceed to Stage 9.

There are situations where we may judge that a child moves straight to Stage 9, without going through the previous stages. These would be single extremely serious incidents, which we will never tolerate in any form at Abbey Primary and would include:

- Physical assault on another person, resulting in serious harm / injury to that person;
- Assault on a teacher / staff/ Head Teacher
- Indecent exposure / assault
- Sexual harassment / assault
- Theft of school property or equipment
- Arson
- Possession of an offensive/ lethal weapon on school premises
- Possession of drugs

At this stage

- Parents/carers will be contacted immediately to collect the pupil from school. They will be given clear reasons for the permanent exclusion and advised with regard to the options now open to them.
- The pupil is then excluded from being present on the school site indefinitely. Failure to comply with this will be treated as trespassing and may result in police being called.
- The school is no longer responsible for providing the pupil with work.
- The parents/carers are under obligation to secure an alternative education for their child. They will be advised to consider this urgently, pending the outcome of the Disciplinary Hearing. The LEA may agree to provide the pupil with a home tutor, if this cannot be resolved.
- Details will be recorded on CPOMS
- All of the above details will be recorded in written form and copies will be circulated to:
 1. The parents/ carers of the named child
 2. The chair of governors
 3. The local education authority
 4. Any relevant outside agencies involved
 5. The child's personal record file (which is passed on with them through and to the next school)
 6. The 'Behaviour Monitoring File' in the Head Teacher's office

The time and date would be set for a Disciplinary Hearing for the Governing Body and a representative of the LEA to consider whether or not to uphold the Head Teacher's decision.

Under normal circumstances, and provided that the school had acted in accordance with the above agreed policy, this would be upheld and the parents / carers would be obliged to seek an alternative school for their child.

Moving immediately onto red on the behaviour ladder (red card)

Straight red cards may only be given when a child has committed a violent/physical act or has used language that is inappropriate for school. This will need to be logged on the behaviour monitoring sheet and logged on CPOMS. The class teacher should then speak to the child's parent unless the incident is dealt with by a senior member of staff and they have contacted the parents.

Early Years (EYFS)

The children in our 2 Year old provision encourage children to follow the routines and boundaries set by their key person. Positive praise is vital and if needed a short amount of time out (no more than 2 mins) can be used if a child needs to be removed from a situation. Parents are always informed.

The children in Nursery and Reception follow the whole school behaviour ladder (displayed in classroom). For Nursery if a child is moved to orange they will have a short amount of time out (no more than 2 mins). Parents are always informed. On the occasion that a child is moved to blue the child in N or Rec will move to another class in EYFS for a period of 20 mins. All sanctions and rewards are discussed with the children giving clear and simple reasons why.

Physical Intervention

Very occasionally situations may arise in which physical restraint may be required. A member of staff who has been 'Team Teach' trained may use such restraint as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat. If possible, a member of the Senior Leadership Team should be sent for before any form of physical intervention is used. In a serious incident leading to physical restraint, the member(s) of staff involved should complete a Record of Physical Restraint form available from the Deputy Head teacher or Head teacher. Parents/carers will also be informed of the incident. Please see the school's Control and Restraint policy for further details on the use of physical intervention.

Use of Reasonable Force

What is reasonable force?

- The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with a child.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to a more extreme circumstance such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- "Reasonable in the circumstances" means using no more force than is needed.

Who can use reasonable force?

All members of staff have a legal power to use a reasonable force. Senior Leaders of the school have all undertaken the positive handling (team teach) course.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

In the case of any physical restraint or reasonable force used a Physical Restraint Form will be completed and handed to HT or DHT.

Repeated Disruptive Behaviour

Pupils who are continually disruptive may need additional support if they are to learn to manage their behaviour more responsibly.

This is achieved by meeting with the pupil to discuss confidentially specific behaviour problems and to give guidance if appropriate.

- The teacher and pupil agree on a course of action.
- An Individual Behaviour Plan may be written
- The course of action may be verbal or written on an Agreement Form.
- The pupil agrees to follow the Agreement.
- The Agreement is signed by both parties.

Teaching staff monitor the behaviour throughout the day on a Daily Behaviour Target Card (Appendix 1) and make comments. At the end of each day the report form is sent to the Inclusion Manager or Headteacher to read and to write a comment. A copy can be sent to parents at the end of each day if requested. Positive behaviour is rewarded through the positive recognition procedure.

The school can call upon other agencies to support the child, (e.g. Inclusion, CAMHS, Early Help), and may feel it necessary to call a School/Parent/Agency meeting.

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. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher **MUST** keep a record of all such incidents on Behaviour Incident Forms. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher can seek help and advice from the Inclusion Manager/SENCO, School Enrichment and Engagement Co-ordinator, Head teacher or member of the Senior Leadership Team.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service. This is in conjunction with the Inclusion Manager/SENCO.

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.

The role of the Phase Leader

Each key stage is supported by a phase leader who is a member of the Senior leadership team. If a child's behaviour warrants moving onto one of the sanctions on the behaviour ladder the child will be sent to the phase leader to reflect and discuss strategies. The phase leader may be called for if a child has not completed enough work in the lesson or has done something really well in class and wants to show case their efforts. Phase leaders will also deal with behaviours that occur during unstructured times e.g, break and lunchtimes. Examples of these behaviours, falling out, arguments, swearing, refusal to follow an instruction.

EYFS Phase Leader: Justine Read

Key Stage 1 Phase Leader: Sarah Sanders

Lower Key Stage 2 Phase Leader: Louisa Wilkes

Upper Key Stage 2 Phase Leader: Tracy Wright

The role of the Deputy Head teacher

The Deputy Head teacher supports the Head teacher in implementing and enforcing the whole school behaviour policy. Children are sent to the Deputy Head if there are repeated incidents of poor behaviour over a period of time. The Deputy Head teacher along with the Head Teacher deals with all behaviours where necessary and also rewards positive behaviour.

The role of the Head teacher

It is the responsibility of the headteacher, 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 headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher 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 headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

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 or the headteacher. If the concern remains, they should contact 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 Headteacher in carrying out these guidelines.

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

Monitoring

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

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents, where necessary. The class teacher and head teacher records those incidents where a child is sent to him/her on account of bad behaviour, usually after a red card has been issued. We also keep a record of any incidents that occur at break or lunchtimes, using the same behaviour forms.

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.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed _____ (on behalf of staff) date _____

Signed _____ (on behalf of governors) date _____

Signed _____ (on behalf of pupils) date _____

Signed _____ (on behalf of parents) date _____

July 2017

To be reviewed July 2019