



Abbey Primary School
Glastonbury Crescent, Bloxwich, Walsall WS3 2RP
Telephone: 01922 710753
Email: postbox@abbey.walsall.sch.uk
Headteacher: Mr. M Gilbert



Behaviour Policy

At Abbey Primary School, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. It is our vision at Abbey that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

1. Aims

This policy aims to:

- Provide a consistent approach and share expectations for all stakeholders
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are supported to behave positively
- Summarise the roles and responsibilities of different people in the school community with regards to building relationships and managing behaviour
- Outline our systems for celebrating success and consequences

2. Legislation and statutory requirements

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
- Sexual Violence and sexual harassment between children in schools
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give



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- schools the authority to confiscate pupils' property
- [New] DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

3. Our Values, Expectations and Principles

3.1 Our values are: **Nurture and Believe to Explore and Achieve:**

- We will be nurturing and kind, respecting and caring for everyone.
- We will believe in ourselves and show a positive attitude always
- We will be keen to learn and explore, helping others in their learning
- We will achieve and be the best we can be!

These values underpin all of our expectations for behaviour in school and are the foundation for building positive relationships throughout our school community.

3.2 Behaviour Expectations and Uniform

Our behaviour expectations are built around the three simple principles of being Ready, Respectful and Safe. These principles are taught, modelled and reinforced throughout the school day, so that every child understands what is expected of them as part of our Behaviour Curriculum.

<u>Be Ready</u>	<u>Be Safe</u>	<u>Be Respectful</u>
Be in school on time	Care for yourself and each other	Show respect to all adults
Wear the correct school uniform	Kind hands, kind feet	Show good manners
Arrive to class calmly and promptly	Make good choices	Share, take turns and use kind words
Be tidy and organised	Walk around school safely and calmly	Respect the opinions of others
Listen attentively	Follow instructions straight away	Care for the school environment and equipment
Sit up straight and be facing the front ready to learn	Ask permission before leaving the classroom	Be polite

At Abbey Primary School, we believe that wearing our school uniform helps every child feel part of our community. It encourages pride in belonging, sets high standards, and helps create a calm and purposeful learning environment. Where correct uniform is not being worn, the school will send a letter home as a reminder and follow the uniform policy accordingly.

Expectations:

- Children should wear the correct school uniform every day, including appropriate footwear.
- PE kit must be worn to school on the correct day(s) to enable full participation in lessons.
- Jewellery, make-up and non-uniform items are not permitted unless for religious reasons. Small stud earrings and watches may be worn but must be removed or covered for PE.

Support:

- If a child is unable to wear the correct uniform for a genuine reason, parents/carers should inform the class teacher.
- School will support families where needed to ensure every child can access the correct uniform.

3.3 Principles

- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') will be used at the discretion of the teacher where it is seen as helpful.

- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem). For example, continual interruption may be as a result of a child feeling undervalued rather than an internal problem and the emphasis would be to build a relationship where the child felt their voice was valued.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.

4. Building Relationships

Having the mind-set that a child is behaving badly disposes you to think of punishment. Having the mind-set that a child is struggling to handle something difficult encourages you to help them through their distress.

4.1 Connection is the most important aspect in children feeling valued, safe and secure with the member of staff. For most children, this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally, staff will be approachable and there to help (not only there to discipline) and children must understand this.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

4.2 Building positive relationships with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred. For most children (unless there are specific safeguarding concerns), teachers should liaise directly with the parents if they have concerns about a child's behaviour. This should be via face to face or phone call in order to ensure there is a dialogue about the child/ incident. This is then logged on CPOMS. Depending on the child and any support work taking place – this contact may be done with support from the Family Support Worker or SLT.

5. Restorative Practice

5.1 At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

5.2 We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of Nurture and Believe to Explore and Achieve. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

5.3 We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

5.4 Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

5.5 If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

5.6 If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

5.7 We believe that through using Emotion Coaching, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

About Restorative Language

5.8 When our pupils find themselves in conflict or upset, we will ask them the 5 Magic Questions:

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need now/need to do now?

5.9 We might also say to our pupils:

- What would you do differently next time?
- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't reoccur?

5.10 Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Most situations can be dealt with fairly and promptly by using the questions above. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines.

Reduce	Improve	Develop
• <u>Exclusions</u> • <u>Disruptive Behaviour</u> • <u>Conflict</u> • <u>Bullying</u> • <u>Low Level Disruptions</u>	• <u>Behaviour</u> • <u>Attendance</u> • <u>Learning</u> • <u>Outcomes</u>	• <u>Honesty</u> • <u>Responsibility</u> • <u>Accountability</u> • <u>Empathy</u> • <u>Emotional Literacy</u> • <u>Conflict Resolution Skills</u> • <u>Positive Learning</u> • <u>Behaviour</u> • <u>Environment</u> • <u>Independence</u>

6. Celebrating Success

We use Track-it Light which rewards positive behaviour through house points. This is a positive behaviour management system to support and enable the teacher and children to achieve consistently high levels of behaviour by providing clear, visual guidance to the children as to the behaviour that all adults expect which supports learning and respects our children's right to be safe and learn. It is also used to remind children about unacceptable behaviour that impinges or disrespects our children's right to be safe and learn.

Positive behaviour is also encouraged through:

- Praise and positive language-This is the first stage of reward and celebration
- Specific language and gesture-This could be a 'thumbs up' or by describing a positive action explicitly e.g 'Well done, you have completed all of your work'
- House Points-These are referred to throughout the day. They are visible to children on the IWB using Track-it Lights.
- Messages home to parents via Class Dojo/Rewards Certificates are used to share positive behaviour and rewards. Parents are encouraged to sign up for lines of communication/
- Values assemblies- Assembly held each week to celebrate children who have exhibited our values of Nurture, Believe, Explore and Achieve.
- Special privileges and responsibilities

7. Consequences

7.1 The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Loss of Dojos
- Time out or sending the pupil to the class of the phase lead
- Spending time in reflection
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Recording daily behaviour through a 'report' or chart
- Internal exclusion
- Permanent exclusion*

*** 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. The time and date would be set for a Disciplinary Hearing for the Governing Body and a representative of the LEA (where possible) 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.**

Behaviour Examples:

<u>Level</u>	<u>Type of Behaviour</u>	<u>Examples of Behaviour</u>	<u>Possible Sanctions</u>	<u>Staff Member Assigned To</u>
Low-Level	Minor Disruptive Behaviour	Not following the 'Be Ready, Be Safe, Be Respectful' model. Talking when an adult is speaking; Not following instructions; Distracting others (not following general rules – being ready, safe and respectful, trying to get their attention when learning, touching their things etc); Not sitting properly (getting up out of seat, swinging on chairs); Not moving safely around school (not walking in corridors, not lining up correctly; Work below the expected standard; Being unkind with words or actions Disrespecting rules on Opal Zone	Verbal reminder / rule reminder of Ready, Safe, Respectful; Moved seat or place in line; Loss of small amount of break (e.g. 5 mins); Dojo point deducted /warning; Yellow card on Opal Zone	Class Teacher Teaching Assistant Opal Play Leaders
Mid-Level	Repeated low-level or more serious incidents	Repeated talking back or answering rudely; Continued refusal to follow instructions; Swearing (not directed at someone); Disrupting learning despite reminders; Leaving class without permission Repeated disrespecting of rules on Opal Zone/damaging equipment/being unsafe	Time-out in another classroom (with work – phase leaders room where available); Loss of part of playtime or privileges; Behaviour reflection sheet; Parents informed via text, dojo, or conversation Red card on Opal Zone	Class Teacher Teaching Assistant Opal Play Leaders
High-Level	Serious or harmful incidents	Physical aggression (hitting, kicking, biting, spitting); Bullying; Racist, homophobic, or discriminatory comments; Deliberate damage to property; Stealing belongings	Immediate removal from class; Meeting with parents and senior leader; Placed on behaviour	Senior Leader

			report/contract; Internal exclusion (working in isolation); Parents contacted directly	
Extreme Behaviour	Dangerous or illegal behaviour	Serious violence or threats; Possession of prohibited/dangerous items; Persistent bullying or discriminatory behaviour; Serious vandalism or theft	Suspension (fixed- term); Permanent exclusion (in line with statutory guidance); Involvement of external agencies (e.g. safeguarding, police, LA)	Senior Leader

Where low-level or mid-level behaviour persists, it may be decided to escalate the incident(s) to a senior leader to deal with. Children who continually demonstrate these behaviours over a period of time will be offered interventions to support their behaviour and placed on report for this to be monitored. Parents will be contacted to discuss this and kept informed of their child's progression.

If an incident is deemed serious enough for a child to be sent to a senior leader, the following procedure should apply. In the case of a serious incident requiring immediate action, an appropriate member of the class should be sent with the Red Immediate Assistance Sign to a senior member of staff who will then come and remove the child from the classroom. As the incident has been deemed serious enough to escalate to a senior leader, details of the incident will be recorded on CPOMS by the person making the referral. If a child is being removed from class on a regular basis, the Behaviour Leader will then liaise with the class teacher and parents in order to put a behaviour plan in place.

7.2 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 on the way to or from school. This policy can also apply to interactions through social media where comments or actions can be linked to the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

8. Bullying

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:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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, comments about sexual reputation or performance, 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

Abbey Primary School details its approach to tackling bullying in our anti-bullying policy.

9. Roles and responsibilities

9.1 All Staff

All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding. Staff will always endeavour to have private discussions with pupils in order to support any issues that arise. Staff use the principles outlined in this policy to support the needs of all our pupils.

9.2 The Governing Body

The Governing Body of Abbey Primary School are responsible for reviewing and approving the written statement of behaviour principles. The Governing Body of Abbey Primary School will also review this behaviour policy in conjunction with the Head teacher and members of the Senior Leadership Team and monitor the policy's effectiveness, holding leadership to account for its implementation.

9.3 The Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body.

9.4 The Senior Leadership Team

The SLT will lead the ethos of this policy; ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour; and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

9.5 Behaviour Lead

- Leads the ethos of this policy
- Ensure this policy is implemented effectively
- Ensures training for staff
- Oversees the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to offer additional services
- Ensures that all tracking and reporting of incidents and additional needs are up to date
- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having.
- Provides support in class where necessary
- Provides support on the playground at break and lunchtimes
- Provide 1:1 or group work to support emotional needs

9.6 Teachers and Teaching Assistants

Teachers are responsible for:

- Implementing this policy consistently
- Ensuring parents are contacted when a child is having ongoing issues or when there has been a 'one-off' significant issue
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs

The senior leadership team will support staff in responding to behaviour incidents.

9.7 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

9.8 Pupils

Pupils are expected to:

In lessons:

- All children listening, learning and on task
- Children taking responsibility for their learning
- Hands up, no shouting out
- Responding to teacher signal to stop and listen quickly - hand up, count down, clapping
- Effective, focused partner talk about learning
- Good looking and good listening
- Helping tidy and being tidy
- Quiet learning while doing independent work

Walking around the school

- Slowly and quietly
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the front

At playtime and lunchtime

- Engaged in play
- Respectful to staff and friends
- Walking to the toilets
- Inclusive and friendly
- Good language
- Good table manners
- Eating quietly

On trips

- Listening to adults
- Representing Abbey Primary School responsibly
- Staying in pairs/groups
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite

In assembly

- Respectful – listening, not talking or fidgeting.

10. Modelling Expectations and Maintaining Environment

10.1 Classroom Management

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 engaged

- Display the school rules and discuss these with pupils to ensure they understand our expectations
- 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

10.2 Physical Intervention

In line with the school's Physical Intervention Policy, trained members of staff (TEAM TEACH) will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present.

After an instance of physical intervention, the Headteacher or Deputy Headteacher will be notified, and by the end of the day, or sooner, if senior leaders feel it necessary and appropriate, the pupil's parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent. Work should be set for the pupil, which could be done remotely.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension in the first instance. It is at the discretion of the Headteacher (or SLT in the absence of the Headteacher) as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

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 (this can also be completed on CPOMs, using the 'physical restraint tab'.) Parents/carers will also be informed of the incident.

10.3 Confiscation

Any prohibited items found in a pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.4 Pupil support

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. 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. 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. 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.

11. Monitoring arrangements

This policy will be reviewed by the Behaviour Lead and Head Teacher every two years or following any major change to our behaviour management system or to Government legislation. At each review, the policy will be approved by the governing body.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-bullying policy
- Safeguarding policy

Signed _____ (on behalf of staff) date _____

Signed _____ (on behalf of governors) date _____

Reviewed and updated _____ (date)

To be reviewed by _____ (date), or before if required.