

Abbey Hill Primary and Nursery School



Whole School Behaviour Policy

(Draft policy currently under review)

Adopted by the Governing Body 22nd March 2022

To be reviewed March 2023



Abbey Hill Primary and Nursery School Behaviour Policy

Context

This policy has been revised following a whole school staff meeting in which concerns regarding current pupil behaviours were identified and discussed. Many of these behaviours are as a result of time spent out of school due to the pandemic, or for those children accessing school during lockdown, limited interaction with peers, both in class and outdoors. As a result some children have found it much more difficult to regulate their behaviour and to conform to school expectations in their language and attitude towards adults and peers. They are also less willing to accept adults' decisions or to follow instructions. There is a lack of respect towards members of staff and, in some pupils, the same unwanted behaviours are being seen time and again.

Current concerns

- Low level disruption, particularly around school at transition times
- Disrespect for adults in school especially lunch staff, demonstrated through vocabulary choices and body language
- Pupils physically hurting each other
- Verbal and physical aggression (including tone of speech)
- Refusal to comply with requests
- Answering back, rudeness, arguing and refusing to accept adult decisions
- Inappropriate language – racist, homophobic, swearing, throwaway comments
- Repeated behaviours from a small but significant number of pupils
- Out of school incidents including negative online interactions, are brought into school
- Sexually inappropriate or harmful behaviours

- Pupils trying to sort out incidents themselves or getting involved in an inappropriate way, and not letting the adults solve a problem
- Not telling adults what they have seen or heard (not being seen as a snitch)

Non-negotiables

- Physical aggression towards adults or peers including play fighting
- Racist, homophobic or discriminatory language including swearing and hand gestures
- Sexualised behaviour
- Lack of respect for adults – answering back, rudeness, body language, tone of voice, tutting, eye rolling, shrugging
- Refusal to comply with adult requests

We believe the key to promoting intrinsic good behaviour and managing the overall atmosphere of the school is in making and maintaining good relationships with children. We aim to create a calm, safe environment for children in which adults know them well and understand that they often communicate what they can't say through their behaviour. We know children who feel safe, valued, cared for and loved usually respond in a more positive and appropriate way.

We also recognise that many of our children come to school having already experienced a wide range of challenges and that the way they are greeted at school and the ethos and atmosphere of the classroom are huge factors in influencing their self-esteem, how they view themselves and how they learn and behave.

That said, our expectations for pupils' behaviour are high, and unacceptable behaviour will not be tolerated.

At Abbey Hill Primary and Nursery School we work together to

- provide a positive, fair and consistent approach to behaviour
- encourage children to take responsibility for their own actions
- promote the school as a social and moral community and create a sense of belonging in children, especially following the pandemic where this has been lost
- enable children to value and respect themselves and others and to interact together well
- support new staff and supply teachers in dealing with children making wrong choices
- promote respect for all, regardless of gender, faith, sexuality and culture

School Expectations

The school rules have been shortened and simplified, and set the expectation for pupils' behaviour. These are displayed in all classrooms and around the school and referred to in assemblies and throughout the day.

KS1 & 2

- Kind hands, feet and words
- Good listening
- Do what adults say

Foundation Stage

- Kind hands
- Kind words
- Kind friends

Daily Practice

Every child starts the day on a positive and there is an expectation that they will behave well throughout the day.

Noticing Good Behaviour

The school behaviour system sets out high expectations for pupils' behaviour and emphasis is put on noticing and rewarding good behaviour. Children are taught how to be good Abbeyhillians, displaying positive behaviours, and making right choices. They are rewarded and encouraged by:

- Smiles and positive comments
- Moving up the rocket
- Positive feedback to parents via Marvellous Me
- Whole class rewards
- Stickers for positive behaviour and good attitudes
- Sharing achievements with other members of staff
- Recognition in assembly and on displays

Challenging Poor Behaviour

Although we believe that positive rewards and encouragement are more important than sanctions in developing good behaviour, poor behaviour should always be challenged and addressed. Staff should always tell a child why their behaviour is unacceptable and ensure the child understands this.

Sanctions

We believe it is crucial that children understand the impact of their behaviour on other children and adults in school. It is important for them to see the result of their actions and to understand how others might feel as a result. This means children must understand their own feelings and emotions first, in order to understand those of others. We use interventions to support children's social and emotional development such as ELSA and Emotions Coaching. We also use the restorative practice system to support this work.

The following strategies and sanctions are available to support staff in managing children's behaviour:

- A look or comment to the child about their behaviour
- Positive reinforcements of good behaviour seen in other children
- Asking a child to stop behaving in a particular way and explaining why
- Giving a direct, verbal reminder about expected behaviour
- Asking a child to move to a different seat, to sit beside an adult or to sit away from others in class. The child will move their name down the rocket
- Moving a child's name to the bottom of the rocket when poor behaviour continues. Once this has happened more than 3 times in a short period of time, or when the class teacher thinks it is appropriate, there will be a phone call home from SLT with the child present
- Sending a child to a partner class to continue their work for a stated amount of time (10 – 15 minutes) when they are at the bottom of the rocket. When a child returns to class they have the opportunity to work their way back up the rocket
- Sending a child to a senior member of staff with their behaviour reflection sheet where their behaviour continues to be disruptive
- Contacting parents where a child's poor behaviour continues: by the class teacher in the first instance, then if necessary by the C&FSW or a member of the senior leadership team.
- Monitoring a child's behaviour daily where it continues to give cause for concern. In cases of persistent challenging behaviour, individual behaviour plans and risk assessments will be written and outside agencies may be involved

Where a child has hurt another child, they will move immediately to the bottom of the rocket. At the next break time or lunch break they will stand close to a member of staff and not interact with other pupils. They may be asked to complete a behaviour reflection sheet or a letter of apology at break or lunch time. For serious incidents the pupil's parents will be contacted.

A child may be excluded for a fixed term period for extreme or continued unacceptable behaviour. A governor may be called into school to speak to the child about their behaviour.

The Governing Body may also seek to arrange a managed move to another school if persistent challenging and unsafe behaviour does not improve following extensive input from the school. In these circumstances the school will work closely with the North Ashfield SBAP, School Behaviour and Attendance Partnership, to offer support for staff and alternative provision where appropriate.

Governors may also seek to exclude a child permanently but this remains an ultimate sanction and other solutions will always be sought though the school must put the well-being of the majority of children first.

If a child leaves the school premises then the school will:

- Send for the head teacher, the C&FSW or senior member of staff to find the child
- Phone the child's parents or carers
- Phone the police if the child's whereabouts are not immediately obvious

If a child brings an offensive weapon to school* their placement at the school may be at risk. A fixed term exclusion of **up to 15 days** will be put in place immediately while the school investigates the incident. It may be deemed necessary to affect a managed move to another school for the child which would be done in partnership with the North Ashfield SBAP. If no such move can be found, the school **may** consider permanently excluding the child. This is a serious consequence, with significant financial implications for the school, but properly reflects the unacceptable risk posed by such an action and the overriding duty of the school to keep all pupils safe.

*The term offensive weapon includes knives, any type of blade, laser pens, any type of gun, flammable objects or sharp implements. This is not an exhaustive list.

Behaviour Support Plans

A Behaviour Support Plan will be written for individual children who struggle to manage their own behaviour. The plan will be written by staff who work directly with the child and the class teacher and key points will be shared with **all** staff to ensure the child is dealt with consistently across school.

Individual Risk Assessments

Where behaviours displayed in school put individual children, other pupils, or staff at risk of harm an Individual Risk Assessment will be completed. This will be shared and signed by all staff who have direct contact with the child during the school day.

Physical Intervention

Staff will physically intervene with children only when the child's own safety or that of another child or adult is at risk. In the first instance the member of staff should aim to de-escalate the situation and remove the child or other children from the scene. If a child has to be handled this should only be done with another adult using the CRB (Coping with Risky Behaviours) training principles. If an adult handles a child it should be reported to the head teacher or deputy, parents and carers, and recorded on CPOMS. 13 staff are fully trained in CRB and receive regular updates to their training. All other staff have accessed training on CRB de-escalation principles.

Pre-school and Foundation Stage

When working with very young children we are aware that good behaviour is a developmental area that must be nurtured and supported and that most very young children do not often intentionally wish to cause hurt.

Young children may often take part in rough and tumble play. Staff will address this by

- recognising this is not intentionally aggressive play
- setting boundaries for play
- planning play carefully, in particular outdoor activities
- modelling play with children
- working closely with parents

Children are shown how to use kind words, kind hands and kind feet. They are also encouraged to empower themselves e.g. by saying things like stop or don't do that. In the event of a child being at risk of hurting themselves or another child, an adult-supported, short period of "calm down" time is given, away from the other children.

Lunchtime Behaviour

- Each class has an allocated MDSA
- MDSAs will reward good behaviour at lunchtime by comments, smiles or stickers.
- If any unacceptable behaviour occurs, the child's name and a brief description of the unacceptable behaviour are written in the lunchtime book, and a child will have to stay close to their MDSA for a specified length of time. If the incident is more serious the C&FSW or senior leaders will be called to assist.

This policy applies when the children are:

- On school premises, including before and after school hours
- At Breakfast Club or any after school clubs or booster groups
- In the immediate locality of the school in the time leading up to the start of the school day or following the end of the school day
- Off site on educational visits
- Wearing a school uniform and representing the school

This policy was reviewed by staff in February 2022

It will be reviewed again in February 2023