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## School Behaviour Policy

### Introduction

Abbey Woods Academy is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

### Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[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](#)

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

In addition, this policy is based on *Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)*; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

### Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

## Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

## Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

## Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is available on the school website and on request. This policy can be made available in large print or other accessible formats if required.

## Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

### The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will 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.

### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

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

### Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## School Rules

The following is a summary of the School Rules:

- Be ready
- Be respectful
- Be safe

These three rules ensure:

- We are always gentle with words and actions
- We are kind, helpful, respectful and polite
- We listen carefully to instructions and to others when they talk
- We always try our best
- We take pride in the environment and respect property
- We are always honest and always tell the truth

Examples of behaviours that don't follow the rules:

- Bullying of any form (physical, verbal, emotional or cyber)
- Repeated disregard for the rules
- Persistent refusal to follow adult instructions
- Persistent disruption of learning
- Play fighting, actual fighting or assault on fellow pupils
- Foul and abusive language, including swearing
- Physical assault on a member of staff, including biting or spitting
- Actions which endanger the safety of others
- Sexist, racist or homophobic comments
- Sexual behaviour that is deemed inappropriate for a school environment
- Truancy or absconding
- Possession, supply or distribution of tobacco products, drugs, legal highs or other related substances
- Possession and/or use of offensive weapons, or items intended to be used as a weapon
- Bringing the school name into disrepute
- Theft
- Deliberate damage to school property

The School Rules are set out in full at Appendix A.

## Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others. Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

### **Pupils are required to observe the following basic rules in the classroom:**

- Arrive on time with all the equipment needed for the lesson.
- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

## **Behaviour management**

### **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
- Promote good behaviour in the classroom
- Agree a pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - greeting pupils in the morning/at the start of lessons
  - establishing clear routines
  - communicating expectations of behaviour in ways other than verbally
  - highlighting and promoting good behaviour
  - concluding the day positively and starting the next day afresh
  - having a plan for dealing with low-level disruption
  - using positive reinforcement

### **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 Coordinator 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.

## Pupil support systems

We have the following pupil support systems in place at this school:

- In class teaching assistants
- One to one support (as appropriate)
- SENDCo
- Emotional Literacy Support Assistant

## Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

## Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

## Use of reasonable force

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

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied

- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

## Rewards and sanctions

### Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community
- modelling the Abbey Woods CARE Values

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- praise by staff
- reward schemes
- sent to another teacher or Headteacher with work
- personalised letters to parents/postcards to parents
- celebration assemblies
- special privileges
- gold stars
- house points
- certificates
- Star treats

### Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in

determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withdrawal of privileges and/or responsibilities
- loss of break time
- playtime and lunchtime detentions
- withholding of praise
- repetition of work
- referral to senior staff
- warning letter to parents
- weekly diary
- report card
- fixed-term exclusion
- permanent exclusion.

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority's anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil's behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's child protection procedures will be followed.

## Beyond the school gate

This policy applies to all pupils at Abbey Woods Academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.

- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

## Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

## Staff training

Our staff are provided with training on managing behaviour, including restorative practice. Certain members of staff are able to undertake proper use of restraint. These staff members have all received training on including the proper use of restraint. However, if a child is behaving in such a way that they may hurt themselves or another individual, all staff have the ability to intervene in order to ensure health and safety aspects.

Behaviour management will also form part of continuing professional development.

## Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

## Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.
- Advice from the Local Authority Behaviour Specialist

## Monitoring, evaluation and review

The Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

## Appendix A: The School Rules

Pupils are expected to be polite and show consideration towards each other, academy staff and visitors. Pupils are required to assist the academy with tackling bullying and to follow the academy's Anti Bullying Policy.

### **Pupils, whether in or out of school, are expected to have:**

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the school's and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

### **Pupils are required to observe the following basic rules in the classroom:**

- Arrive on time with all the equipment needed for the lesson.
- Listen when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

### **Abbey Woods has three school rules to which all behaviours (positive and negative) are applicable in every context and to every member of our community:**

- Be ready
- Be safe
- Be respectful

These three rules will underpin all behaviour discussions.

'Ready, safe, respectful.' These three key words are to be re-enforced by all staff at all times when dealing with behaviour, both positive and negative. Consistency is the key.

### **Encouraging Positive Behaviour:**

- A well organised, calm, and positive environment in school encourages children to be kind and caring to others.
- An assembly takes place at the beginning of each term to remind children of the rules. The rules are displayed in all classrooms and around school.
- All staff in any role are expected to always model appropriate behaviours to pupils, for example, greeting children with a smile and using their first names.
- All staff have a responsibility to challenge negative behaviour, and poor learning attitudes, so that our school is a thriving happy place to be.

## Recording Negative Behaviour:

Staff are expected to report negative behaviours on CPOMS.

## Appendix B: Tariff of rewards and sanctions

At Abbey Woods we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all our pupils. Across the school – inside and outside the classroom – staff consistently practise a rewards system that provides our pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour and attendance. We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate pupils’ successes, but to also inspire and motivate our children to achieve their very best and become confident, independent learners. This vision, in turn, raises standards and improves behaviour and attendance. Outlined below are the various methods used across the school; from Reception through to Year 6.

### Abbey Woods Academy Rewards

#### Classroom level

- Praise for choice (Verbal &/or sticker)
- On to class recognition board
- Wow slips
- Mention/Note/Phone call to parents.

#### Recognition Boards

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” **Paul Dix**

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include “One voice” for classes who constantly talk over each other, “Speak politely” to emphasise manners. The focus can also relate to learning behaviours: “Accurate peer feedback” “Persuasive language” or “Show workings.”

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Wow slips will be given to any child on the ‘Over and above’ section of the recognition board.

#### Whole School level

- Certificates

- Wow slips
- Positive cards sent home
- Golden book
- CARE value wrist bands

## **Celebration Assembly**

Two children will be chosen each week for the celebration assembly ‘Golden Book’ by each class teacher for children who represent the Abbey Woods Values:

Community  
 Aspiration  
 Respect  
 Equality

Wrist bands will be given to each child who achieved the CARE value.

## **Sanctions**

### **Practical steps in managing and modifying poor behaviour**

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps.

It is not possible to leap or accelerate steps for repeated low-level disruption.

### **Stages of behaviour**

#### **Stage 1 – Redirection**

Positive reinforcement of other children around them. “Thank you X for sitting so beautifully. A visual cue to the child that you want them to make a good choice. This could include

- a ‘look’
- a visual cue to the child.

#### **Stage 2 – Reminder**

A reminder of the expectations Ready, Safe, Respectful delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

### Stage 3 – Warning

If the behaviour persists: A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged (see Appendix C)

If appropriate, make links with the zones of regulation.

Praise them when they positively change their behaviour, acknowledging the positive change.

### Stage 4 – Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their playtime.
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.

Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

Time out in an allocated space within the classroom / just outside the door.

- Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behaviour category.
- Class teacher to inform parent at the end of the day.

A restorative conversation will take place.

### Stage 5 - Internal referral – Lunchtime duty with SLT

If the behaviour escalates / child refuses to move to time out, then a member of SLT is called.

Internal Referral – Lunchtime duty

If the step above is unsuccessful, or if a learner refuses to take a time out, then a learner will be asked to leave the room. If necessary, the learner may need to work outside their teaching area with a member of SLT.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category.
- Adult who dealt with the initial stages of behaviour will start the log.

- After lunchtime duty has been completed, the class teacher will ensure parents/carers are informed of the incident.

## Stage 6 – Violent Behaviours

The following non negotiable behaviour may result in a fixed term or permanent exclusion.

- Physical aggression towards an adult / child
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behaviour

## EYFS – Sanctions

### Stage 1 – Redirection

Positive reinforcement of other children around them. “Thank you X for sitting so beautifully. A visual cue to the child that you want them to make a good choice. This could include

- a ‘look’
- a visual cue to the child.
- play alongside that child.

### Stage 2 – Reminder

A reminder of the expectations Ready, Safe, Respectful delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

Praise them when they positively change their behaviour, acknowledging the positive change.

### Stage 3 – Warning

The learner has the choice to do the right thing.

Give them a warning that if they don’t make the right choice. A consequence will follow. Actions have consequences.

Scripted approaches at this stage are encouraged (see Appendix C)

Praise them when they positively change their behaviour, acknowledging the positive change.

### Stage 4 – Consequence

Child will spend 4 minutes on the ‘reflection chair’ where they can reflect on their choices.

A restorative conversation may take place during the 4 minutes.

4 years old = 4 minutes.

Teacher will update CPOMS.

### Stage 5 – Parental contact

Inform parents of 'reflection chair' not working and if necessary arrange meeting with parents to discuss how getting to stage 4 can be avoided.

**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

### **Supporting behaviour at lunchtimes**

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, AWA staff will consistently 'catch children being good' and share this with them. AWA staff are encouraged to hand out 'wow slips' to reinforce this message. Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

### **Reparation conversation**

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunch time duty. Sometimes it may include other adults / children. Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved to CPOMS.

## Appendix C: Staff expectations/consistency

### Consistency of approach

In implementing this Behaviour policy, Abbey Woods Academy acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations**: referencing and promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently **reinforced rituals and routines** for behaviour around the site: in classrooms around the site and at the school reception.
- Consistent **environment/displays** evident of our values/rules.

### All staff every day will:

- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Safe - the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (count down from 3 will be used across the school and a positive recognition board will be used in every classroom).
- Be calm and “give take up time” when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all escalated incidents on CPOMS.

- Never ignore or walk past learners who are making / displaying poor behaviour choices.

## **Examples of Scripts**

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

### **Reminder:**

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Safe Ready, Respectful).

You now have the chance to make a better choice.

Thank you for listening.

### **Warning:**

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_\_\_time I have spoken to you.

If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.

(Learner's name), do you remember when \_\_\_\_\_ (model of previous good behaviour)?

That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

### **Consequence/ calming time:**

I noticed you are still choosing to ..... (noticed behaviour)

You need to go and sit at the table at the back.

I will come and speak to you in three minutes.

If need-be – radio the office to request support of SLT.