



Individually Strong, Collectively Stronger

Behaviour Policy



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BEHAVIOUR POLICY

OUR VISION AND AIMS OF THE POLICY

At Allen Edwards we aim to create a positive, safe and secure environment where everyone is treated with dignity and respect so that all members of the school community can excel and enjoy school life to the full. We encourage pupils to be responsible for their own behaviour and treat each other and all members of staff with respect at all times. We aim to build positive relationships with children and their families. We all believe that everyone in school is important and should be valued. We expect each individual to respect one another, their families, culture and beliefs. Our children aspire to be good citizens and demonstrate a strong moral purpose through a values-led school ethos. Our school values honesty, respect, tolerance, kindness and trust, along with the United Nations Convention on the Rights of the Child (UNCRC) Articles are at the heart of all school planning, policies and vision as a Rights Respecting School.

Children take responsibility for their own behaviour, learning from mistakes whilst developing a sense of moral purpose which supports them in making good decisions throughout their lives.

The UNCRC articles which inform this policy are:

Article 2: Non-Discrimination – The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12: Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 15: Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

Article 29: Goals of Education - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31: Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

AIMS AND OBJECTIVES

- To have a whole school approach to behaviour and its management, where all staff are united in their values and beliefs.
- To ensure that everyone who enters the school feels respected and valued during the time that they spend here.
- To have a real emphasis on the promotion of positive behaviour so that we create a safe and healthy environment where our children feel valued, respected and cared for.
- To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- To encourage parents to share the responsibility of the school as a positive and responsible community.
- To ensure that equal opportunities are considered in all aspects of policy procedure.



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WHAT WE EXPECT OF STAFF, PARENTS AND CHILDREN

WE WANT OUR SCHOOL TO BE A PLACE WHERE:

- We value and respect each other.
- We care for others.
- We are honest and can be trusted.
- We are polite and considerate.
- There is a calm working environment in which thought and effort are put into work.
- Everyone is treated with dignity and respect.

SCHOOL WILL THEN BE A PLACE WHERE WE CAN:

- Learn to work together.
- Enjoy achievements.
- Find new friends.
- Feel safe and share ideas and problems.

To promote outstanding behaviour, adults will:

- Match work to pupils' abilities.
- Treat people and property with respect.
- Think carefully about what they say and how it makes other people feel.
- Celebrate positive learning and attitudes with Dojos and House Points.
- Respond to negative behaviour in a fair manner.

To promote outstanding behaviour, children will:

- Follow our 'Behaviour for Learning' guidelines, which include the school drivers and values.
- Work **collaboratively** with adults and pupils.
- **Communicate** their ideas, knowledge and feelings confidently.
- Be **resourceful**, using ideas, equipment and actions to support and enhance their learning.
- Working with, and for, all members of the school **community**.
- Striving to work to the best of their ability to recognise and achieve **possibilities**.
- Be rewarded for positive 'Behaviour for Learning' through the giving of Class Dojo points.

How outstanding behaviour is encouraged:

We believe that good behaviour is promoted through the organisation of the classroom and school, so that everyone understands what is expected of them. When problems arise, they are dealt with in a consistent and fair manner, whilst respecting different needs and backgrounds.



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Whole school rewards system

Reward systems are a consistent and continuous process across school by all members of staff who work with our children. Our endeavour is that the most important reward that our children can receive is intrinsic: that our children will be challenged by our rich and inclusive curriculum so that they can strive to be the best they can be. We support this with our extrinsic reward system to build all of our children's self-esteem and create a positive climate for learning.

Certificates and Trophies:

- Class Star of the Week certificate for achieving an aspect of the school drivers (Collaboration, Community, Communication, Resourcefulness and Possibilities) or the school values (respect, honesty, kindness, trust and respect). Parents are invited to this assembly to see their child receive their certificate.
- Class Attendance Certificate and Trophy – a class from each of KS1 and KS2 who have the highest percentage attendance over the week.
- Children with 100% attendance over a full term will receive a certificate and a badge. Bronze for the first term, Silver for the second term and Gold for the third term.
- Head teacher Awards given for showing an extremely high level of motivation and positive attitude towards learning and the school community. This will include homework and achievements outside of school.
- P.E. Certificate, which are awarded to two children each week for positive attitude and achievements during P.E. lessons.
- Times table/ Number Bonds award

House Points:

Allen Edwards has a system of house points for all pupils. Every child is placed in a house (siblings are placed together).

The house system is there to promote collaboration and support amongst peers and continue to promote community.

There are 4 houses: Red, Blue, Green and Yellow. Children are given Dojos for showing adults and their peers kindness, collaboration, communication, community, honesty and resourcefulness. For every 10 Dojos, the children will receive one house point. Each week these points will be counted and a winning team will be announced in assembly. Then each term, the team that has earned the most house points will take part in a celebration afternoon. Each house will have a house captain from year 6 and a vice captain from year 5 that will have responsibility for their houses.

Parents can follow their child on class Dojo to see their achievements.

Additional strategies for promoting positive behaviour at Allen Edwards:

- Lots of praise, encouragement and smiles so positive behaviour is constantly reinforced.
- Class charters should be agreed and owned by the whole class and revisited during class time.
- Stickers and stamps where appropriate as another visual sign of accomplishment.
- An organised learning environment where everything is clearly labelled and there are great resources for every lesson which will enable our children to be independent and responsible learners.



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- Visual displays of certificates, house point winners and fantastic learning in all class rooms to promote the positives of all children.
- Special jobs or responsibilities.
- Use of Class Dojo (KS1 and KS2) – dojo points will be awarded throughout the day for specific behaviours related to the school's drivers
- Sharing our learning with children across school, other teachers, members of SLT and parents and carers.
- Gold stars in children's books to indicate a Dojo has been given for a piece of work.

Sanctions at Allen Edwards

Sanctions for poor choices in behaviour and learning are intended to be clear and staged. Each classroom has a display for the whole school behaviour management system.

- Verbal warnings are clear and specify the behaviour that is disrupting learning. Children will be directed to the Red and Green Choices and asked, "Have you made a red or green choice?" This will allow the child to recognise that their choice of behaviour needs amending. *see appendix 4.
- **A Yellow Reflection:** If the behaviour continues, the child will complete a yellow reflection at the reflection table in their classroom for 10 minutes (see appendix 3).
- **An Amber Reflection:** If the child has returned to their learning and the behaviour continues, a time out in their partner class is given. They will complete an amber reflection and return to class after 10 minutes (see appendix 4).
- **A Red Reflection:** If after each of the previous steps has been completed and the child's behaviour continues to be unacceptable, a red card will be given. A red card will mean that the child will need to be brought to the SLT office. The children must bring their yellow and red reflections so these can be discussed with the child (see appendix 5).

*see appendix 6 for types of behaviour that might be seen at each stage.

All Red Reflections must be recorded on CPOMS, our school communication system. Class teacher will then need to arrange to meet parents to explain the incident and consequences given.

- Children can, in extreme circumstances, advance straight to a Red Reflection. At this point, a member of SLT must be involved (extreme behaviour includes fighting, swearing, serious defiance or disrespect to adults). There will be a meeting with a parent to discuss this behaviour.
- When a child has more than 3 Red Reflections in a half term then a meeting will be arranged with a parent or carer with a member of SLT and the class teacher to discuss their child's behaviour.
- If behaviour continues, a report card agreement will be drawn up as a way of monitoring a child with different issues which may impact on their behaviour and self-esteem. This is to increase verbal contact daily between the child and an adult about their learning. Targets will be created at a meeting with a member of senior leadership (SLT), the class teacher, parents and the child and will be monitored every day by SLT. Consequence steps will be agreed in a report card meeting with parents, cares and SLT.

*All formal meetings with parents are to be recording on CPOMS



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Possible further sanctions could include:

- Restorative justice e.g. litter picking or helping around school where the incident relates to school property being mistreated.
- Detentions, which are supervised at break times and lunch times. Timings are at the discretion of the teacher. The children will be given a comfort break to go to the toilet and have water. During this time, children will complete their learning or write out the code of conduct. During a detention, children should write out the Golden Rules or complete unfinished learning.
- Internal exclusions.
- Fixed term external exclusions.
- Referrals to the PRU.
- Permanent exclusions (see appendix 1).

*No exclusion will be permitted unless all other avenues have been exhausted.

Playground Behaviour

To provide continuity from the classroom for the children, we continue to use a yellow, amber and red reflection system in the playground.

The playground is set up into zones where there are different activities taking place. Adults are assigned to these activities and will have stickers that display our school drivers and values that they, alongside the house and vice captains, will hand out to children who display them. When the children go inside, a monitor will log house points given in the playground based on the stickers that children are wearing.

If our playground rules are not being followed by a child, then sanctions will be given in the playground. Children are treated with dignity at Allen Edwards at all times.

Step One: Children will be asked if they have made a red or a green choice. This will act as a warning and reminder to the child of the appropriate choices.

Step Two: If the behaviour continues, the child will be asked to leave the activity and play at another activity.

Step Three: If behaviour continues, children will be escorted to Chill Out Zone and asked to complete a yellow reflection in Chill Out Zone. After 10 minutes, they must bring the reflection to show the adult that has requested it, once they have completed it.

Step Four: if the child continues to make red choices, they will go back to Chill Out Zone and complete an Amber Reflection. They will remain in Chill Out Zone for the remainder of the lunch time. If this occurs during playtime, they will complete the Amber Reflection in their classroom.

There are circumstances in the playground where children will be asked to go straight to a member of SLT. See appendix 6.

Recording Incidents on CPOMS

- This should be logged under the main student involved. In an incident where other children are involved their names can be linked to the report. Then the appropriate category will need to be marked, for example, racism, defiance etc.
- Where the incident took place.
- Where applicable, the reason why force was needed to ensure the safety of the child, peers or staff.



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- How the incident started and developed including details of the pupil's behaviour, what was said by each of the parties, the steps taken to diffuse the situation.
- The pupil's response and outcome of the situation.
- Details of any injuries suffered by the pupil, other pupils, a member of staff or property.

*On the playground, the incident can be recorded on the designated iPad for the playground on CPOMS by the member of staff dealing with the incident.

All incidents of violence physical or verbal must be recorded.

CONFISCATION

It is the responsibility of the pupils who have mobile phones to hand them in to the school office before the bell goes for the beginning of the school day. Once a mobile phone has been confiscated, the parent/carer must collect it from the office.

List of banned items:

- Mobile phones
- I-pods or personal music devices of any kind
- Gaming equipment
- Jewellery or personal adornments that do not fit with the uniform code e.g. bracelets, chains, earrings that are not studs
- Football or any kind of trading cards
- Sweets and gum

MONITORING AND REVIEW

Behaviour Lead: Nicola Harris
Reviewed: September 2019

Headteacher: Louise Robertson
Review Date: September 2020



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Appendix 1

REASONS FOR EXCLUSION

- Serious breach of the school's rules or policies.
- Risk of harm to the education or welfare of the child or others in the school.

Once other strategies/ sanctions have been used, or in the event of more serious incidents (see below), the school may be left with no alternative but to exclude a student. Exclusions may take the form of internal or external exclusion.

INTERNAL EXCLUSION

Internal exclusion is a planned strategy in response to an incident, where a child has:

- *Demonstrated significant defiance towards an adult.*
- *Reached Stage 4 of the Behaviour Policy ladder.*
- *Been verbally or physically aggressive towards adults or pupils.*
- *Continually disrupted the learning of others.*

The aim is to avoid a formal exclusion with the intention that the consequences of violent behaviour and disruption are managed confidently and consistently within the school setting.

Internal exclusions remove a pupil from their usual timetabled lessons and place them apart from their peers. Work will be set for pupils, which may not always be the same as their peers within the lesson. Parents will be informed of the sanction and a letter will be sent.

EXTERNAL EXCLUSIONS

See Exclusion Policy 2019-2020

FIXED TERM EXCLUSION:

A fixed term exclusion is put into place for serious breaches of the school rules and behaviour policy. In such cases, the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. Parents will be informed as soon as possible and the decision will be confirmed in writing. Work will be provided for the child to do at home. All students returning from a fixed term exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and school.

PERMANENT EXCLUSION:

A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and the Governing Body before enforcing it.

A permanent exclusion can be used after at least two temporary exclusions have failed to have an effect. However, in certain circumstances, the Headteacher may decide to impose a permanent exclusion for a serious one-off incident.

As with temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies such as:

- Serious threats or violence against another pupil or a member of staff.
- Persistent bullying
- Persistent racial harassment
- Possession or use of an illegal drug on school premises



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Parents will be informed immediately in writing. Parents will also be informed of their right to appeal.

SAFEGUARDING

An exclusion will not be enforced if doing so may put the safety of the child at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school or, in more severe circumstances, the school may contact Social Services and/or the police to safely take the pupil off site.



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Appendix 2

Name of child:

Class:

Date W/C:

Targets

- 1.
- 2.
- 3.

On report to: _____

	Session 1	Session 2	Break	Session 3	Session 4	Assembly	Lunch	Session 5	End of Day	On report to:
Mon										
Tues										
Weds										
Thurs										
Fri										

Aim: % /135

Consequences:

- Ifgets 2 crosses in a session, he will get a time out in Year 3 for the rest of the session.
- If gets 2 time outs in one day, he will get an internal exclusion for the rest of the day. If this happens in the afternoon, he will get an internal exclusion for half of the next day.

If does not co-operate fully with an internal exclusion, he will have to repeat it the following day.



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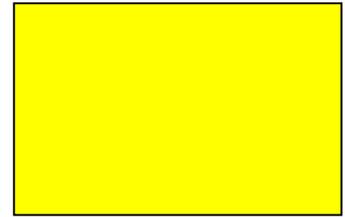
Appendix 3

Yellow Reflection

Name:

Class:

Date:



What happened?	
What red choices were made?	
What would you do differently next time?	
Apology to the person that was affected by the incident.	



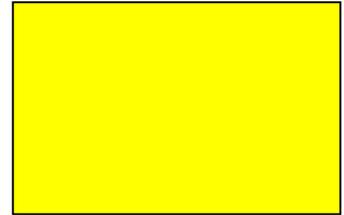
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Yellow Reflection

Name:

Class:

Date:



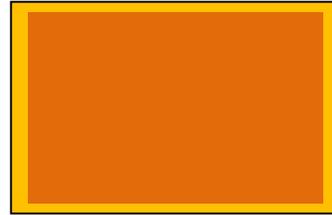
<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	



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Appendix 4

Amber Reflection



Name:

Class:

Date:

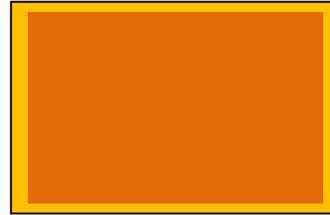
Why have you been asked to reflect in your partner class?	
What red choices have you made?	
What would you do differently next time?	
Apology to the person that was affected by the incident.	



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Appendix 4

Amber Reflection



Name:
Class:
Date:

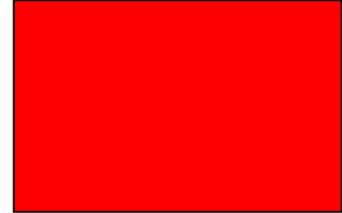
<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	



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Appendix 5

Red Reflection



Name:

Class:

Date:

What has happened for you to be sent to a member of the Senior Leadership team?	
What red choices did you make?	
What will you do differently next time?	
Apology to the person that was affected by the incident.	



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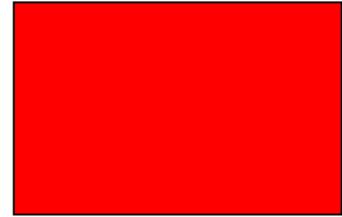
Appendix 5

Red Reflection

Name:

Class:

Date:



<p>What happened? Draw a picture</p>	
<p>Explain what happened to an adult and they will write brief notes here.</p>	

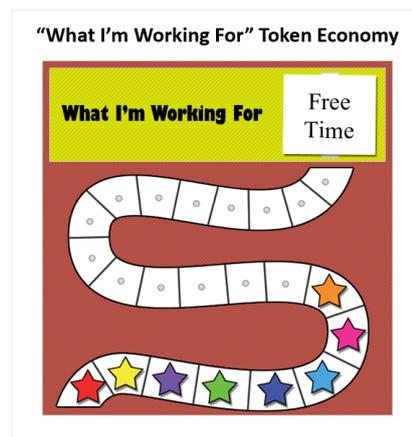


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Appendix 5

Strategies for Managing Negative Behaviour with SEND Pupils:

- Time-out
- Movement breaks
- Working away from the whole-class setting with an adult
- A job or task to distract or provide a break
- Fidgets
- Sensory space
- Calm voice and demeanour
- **Time** to process, explain
- Looking for patterns, triggers – use ABC Model of Behaviour
- Token Economy to re-focus onto rewards:





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Appendix 5

Guide Lines for consequences at each stage

Stage	Behaviour	Action
1	Low level disruption, which includes: <ul style="list-style-type: none"> • Calling out • Wandering around the classroom • Silly noises and tapping • Not following instructions • Talking 	Positive reinforcement of expected behaviour. Reference to red and green choices. Verbal warning. Parents are not contacted. NO record required on CPOMS.
2	Low level disruption is continuous or higher level disruption, which includes: <ul style="list-style-type: none"> • Refusal to work • Unacceptable output • Deliberate disruption • Minor damage to property • Repeatedly annoying other pupils 	Child moved to avoid interactions with other children. Detentions may be given at this point (5-10 minutes). Moved to the reflection table to complete a yellow reflection. Parents may be informed at the end of the day when they collect their child or in a phone call by teacher. Yellow reflection is to be completed. NO record required on CPOMS.
3	Persistent disruption and adverse behaviour that is affecting the learning of others, which includes: <ul style="list-style-type: none"> • Deliberately throwing objects with the intention of harming or breaking • Deliberate damage to property • Harmful/offensive name calling • Swearing • Deliberate rudeness or defiance of adults 	If a child's behaviour continues to be unacceptable, an amber reflection will be given. An amber reflection will mean that the child will need a time out from the session in the partner class. Parents are informed in a meeting at the end of the day or via a phone call (this must take place in the classroom and be more formal than a comment in the line). Reflections to be sent home to parents. Log required on CPOMS.
4	Serious disruption to learning, which includes: <ul style="list-style-type: none"> • Intentional physical harm to other children • Fighting • Throwing large dangerous objects • Verbal abuse/swearing at a child or adult • Vandalism • Racist incidents • Bullying • Homophobia 	Pupil is sent to SLT Record is put onto CPOMS Red card reflection to be completed with SLT. Parents are phoned/ meeting arranged or informed by letter with SLT and class teacher. Internal Exclusion (a letter must be sent to parents for all internal exclusions).
5	Significant disruptive behaviour, which includes: <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority • Running out of school • Physical abuse to staff 	Pupil is sent to Headteacher. Recorded on CPOMS Parents are requested immediately into school for a meeting. Child does not return to class that day. Fixed term External Exclusion with reintegration when the pupil returns.