



Individually Strong, Collectively Stronger

Behaviour Policy

BEHAVIOUR POLICY

OUR VISION AND AIMS OF THE POLICY

At Allen Edwards we aim to create a positive, safe and secure environment 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. 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.

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.

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.

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 GOOD LEARNING, 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.
- Follow up incidents of positive and negative behaviour in the correct manner.

TO PROMOTE GOOD LEARNING, 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 GOOD 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.

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 that correspond with our school drivers and are each allocated a colour (red, blue, green and yellow). The house points are linked to the Dojo parent communication platform (10 Dojos = 1 house point). Children are given dojos/ house points based on the 5 Curriculum Drivers and 5 school Values. They will be given by all members of staff. These are added together at the end of each term and there will be a prize for the house that has displayed the most positive behaviour inside and outside of the classroom. There will be a house captain from year 6 and a vice captain from year 5 that will have responsibility for their houses.

Playground Behaviour

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 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 to sit out of a game, stand next to an adult or to have some time in the 'Chill Out' zone.

Step two: If behaviour continues, then a member of SLT will be asked to come and collect the child from the playground by a monitor (send the playground monitors).

Step three: banned from certain zones by a member of SLT.

Step four: children will be given playground exclusions.

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.
- Visual displays of certificates, house point winners and fantastic learning in all classrooms 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.

Use of lanyards

To further support quality classroom learning and raise the profile of pupils who always exceed our expectations and have therefore earned the trust the following has been put in place:

Any child UNSUPERVISED by an adult at break times and lunch times will be wearing the Allen Edwards lanyard. By wearing the lanyard, a child is showing that they have permission and is trusted to be around school unsupervised.

Lanyards available:

- Two yellow pupil lanyards that are “Permission Passes” are provided for each classroom including intervention rooms.
- Two green lanyards for each year 6 class that are the “Technical Support Team” who have the responsibility to set up for assemblies and events.
- Two blue lanyards for each year five class that are for “Playground organisers”. These children will set up for play times and lunch times. These children will continue to wear their lanyards during break time so that they can be sent inside by staff for a directed task at lunchtime.
- Purple lanyards for children that are supporting the office or members of SLT.
- Any children that have a detention must be collected by their teacher and then taken back out to the playground once their detention is over and must be supervised at all times.

The lanyards will ensure that no children are in school without an adult’s knowledge. If any child is seen inside without a lanyard, they must be escorted by the member of staff back to their teacher or to the playground.

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. This should be a non-verbal action where possible.
- A yellow card will be given if the behaviour continues.
- A second yellow card is given for continued poor behaviour and a time out in class is given. The children are to continue their learning from the time out table. An informal comment to parents in the playground may be given.
- If a child’s behaviour continues to be unacceptable, a red card will be given. A red card will mean that the child will need a time out from the session. The child will spend 5 - 10 minutes in their year partner’s classroom continuing their learning with work provided by the class teacher but in some instances may have the rest of the session out of class where deemed necessary. Teachers must then see these children at break time and lunch time so that the child can complete a reflection of their behaviour (this may be done verbally). All time outs and red cards must be recorded on CPOMS, our school communication system. Staff to phone parents or invite them in for a meeting to explain incident.
- Children can, in extreme circumstances, advance straight to a red card. 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 cards 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 then 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

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.

Recording Incidents on CPOMS

- This should be logged under the student involved in the incident where other children are involved their names can be linked to the report.
- Where the incident took place.
- Where applicable, the reason why force was needed to ensure the safety of the child, peers or staff.
- 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.

IF OUR EXPECTATIONS ARE NOT MET, WHAT DO WE DO?

Despite positive responses as a means of encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment. There is a clear set of sanctions so that children know what to expect:

Stage	Behaviour	Action
1	<p>Low level disruption, which includes:</p> <ul style="list-style-type: none"> • Calling out • Wandering around the classroom • Silly noises and tapping • Not following instructions • Talking 	<p>Positive reinforcement of expected behaviour. First yellow card may be given. Parents are not contacted. NO record on CPOMS.</p>
2	<p>Low level disruption is continuous or higher level disruption, which includes:</p> <ul style="list-style-type: none"> • Refusal to work • Unacceptable output • Deliberate disruption • Minor damage to property • Repeatedly annoying other pupils 	<p>Child moved to avoid interactions with other children. Detentions may be given at this point (5-10 minutes). Moved to the time out table Second yellow card Parents may be informed at the end of the day when they collect their child or in a phone call by teacher. <i>No CPOMS</i></p>
3	<p>Persistent disruption and adverse behaviour that is affecting the learning of others, which includes:</p> <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 	<p>If a child's behaviour continues to be unacceptable, a red card will be given. A red card will mean that the child will need a time out from the session. The child will spend 10 – 15 minutes in their partner classroom continuing their learning (adults to have a list of these classes) but in some instances may have the rest of the session out of class where deemed necessary. All time outs and red cards must be recorded on CPOMS, our school communication system.</p> <p>Children will then need to complete a reflection with their class teacher in the next break time and lunch time. 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).</p> <p>If a pupil has persistently disrupted the class and received more than 3 red cards, then a meeting will be set up between a member of SLT and the parents. If behaviour then continues a report card will be drawn up.</p>
4	<p>Serious disruption to learning, which includes:</p> <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 	<p>Pupil is sent to SLT Record is put onto CPOMS Parents are phoned/ meeting arranged or informed by letter. Internal Exclusion (a letter must be sent to parents for all internal exclusions).</p>

	<ul style="list-style-type: none"> • Vandalism • Racist incidents • Bullying 	
5	<p>Significant disruptive behaviour, which includes:</p> <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority • Running out of school • Physical abuse to staff 	<p>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.</p>

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: July 2019

Headteacher: Louise Robertson
Review Date: July 2021

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 of 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 2017-18.

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

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.



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.

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

Appendix 3

Reflection

Name:

Class:

Date:

What happened?	
Were you in the right or wrong? Explain why.	
What should you have done?	
How are you going to make things better?	
Apology to the person that was affected by the incident.	

We believe in working together for excellence for all. We have six Golden Rules to help us to do this.

1. Do be kind and helpful – do not hurt anyone's feelings.
2. Do be gentle – do not hurt anyone.
3. Do look after property – do not waste or damage anything.
4. Do listen to people and show respect – do not interrupt or be rude.
5. Do work hard – do not waste your time or that of other people.
6. Do be honest – do not cover up the truth.

Teachers have a right to teach and children have a right to learn.

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:

