

Author	Claire Wilkins	Target group	All employees, consultants and volunteers
Owner	CfBT Schools Trust	Next review due	September 2019
Issued	September 2018		

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 behaviour 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 pupils
- 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

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 and is available on the school server. 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.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy

School Rules

The following is a summary of the School's Golden Rules: Our golden rules are the foundation of this policy. All children and staff are expected to follow them. These golden rules help the school community to function harmoniously, so that everyone can achieve their full potential.

Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Examples of behaviours that don't follow the schools golden rules

- Bullying of any form (physical, verbal, emotional or cyber)
- Repeated disregard for the school Golden Rules (including where there have been repeated red forms completed for the child)
- 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
- 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
- Actions which endanger the safety of others
- Bringing the school name into disrepute

- Sexual behaviour that is deemed inappropriate for a school environment
- Theft
- Vandalism or wilful damage to school property
- Malicious allegations against a member of staff

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:

- Be gentle
- Be kind and helpful
- Listen
- Be honest
- Work hard
- Look after property

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.

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 Headteacher 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:

- Full time Home School Link Worker
- Nurture Group
- Worry Programme
- Drawing and Talking
- Soft Start for designated pupils
- Reasonable adjustment away from the main system.

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

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:

- verbal praise by staff
- approving signs/acknowledgments
- house points
- class rewards
- sent to another teacher or HT with work
- personalised letters to parents
- celebration assemblies
- special privileges
- gold stars
- 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:

- red forms
- loss of break time
- withdrawal of privileges and/or responsibilities
- lunchtime detentions
- repetition of work
- referral to senior staff
- warning letter to parents
- fixed term exclusion
- permanent exclusion.

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or other agencies 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 CST
- 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.

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.

Searching pupils

School staff can search pupils with their consent for any item which is banned by the School Rules (Set out at Appendix A).

The Headteacher and other members of the Senior Leadership team have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules.

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 in the presence of the pupil and another member of staff of the same sex where possible. Any member of staff can carry out a search if he or she reasonably believes there is a risk that serious harm will be caused to a person if the search is not conducted immediately and another member of staff cannot be summoned.

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

Staff may 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

All school staff have the power to use reasonable force to prevent pupils:

- committing an offence
- injuring themselves or others
- damaging property and
- to maintain good order and discipline in the classroom.

The Headteacher and members of the Senior Leadership team 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.

When restraint is used by staff, this is recorded in writing and in serious cases, the parents of the pupil will be informed. Force is never used as a form of punishment.

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 school guidelines.

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.

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
- reasonable adjustments to meet the individuals needs
- increased communication between home and school
- Pastoral Support Plans PSPs
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy.

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 red forms and analysis of behaviour
- instances of bullying and discrimination and the 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

The Golden rules: Our golden rules are the foundation of this policy. All children and staff are expected to follow them. These golden rules help the school community to function harmoniously, so that everyone can achieve their full potential.

Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

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 these golden rules. The golden rules are displayed in all classrooms and around school.
- All staff in any role are expected to model appropriate behaviours to pupils at all times, 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.

Appendix B: Tariff of rewards and sanctions

The Behaviour Chart

- In Key stage 1 and Key Stage 2, each class has a 'Behaviour Chart' displayed to promote positive learning behaviour. The 'Behaviour Chart' allows a consistent approach to behaviour and learning attitudes across the primary School.
- Children and teachers use the chart system to reward positive attitudes and learning behaviours. It additionally provides consequences for poor learning choices.
- The chart is a sliding scale related to the colours. Each child has their individual name on the chart and will start each day on green.
- Children then move up and down the board as the day progresses.
- The final position of each child at the end of the day determines the rewards or consequences the child will receive.

Moving up and down the chart / Rewards and Sanctions:

The table below describes what each position on the chart means, and the rewards action and sanctions that are needed at each level of the chart.

Place on the Chart	Reward / Action / Sanctions
<p>Gold Star of the week</p> <p>One child chosen each week who has been a Gold Learner. This is for exceptional and consistent learning and behaviour.</p>	<ul style="list-style-type: none"> • A gold card is given to the child to take home explaining why they have been chosen. • The child's name is recorded in the 5-star learners book/scroll. • Children come to the front in celebration assembly and their achievements are celebrated in front of the whole school. • A gold sticker will also be added to the gold star learner's chart. • End the day as a gold learner
<p>Gold Learner</p> <p>If the child has ended the day as a Gold Learner and has shown outstanding attitudes to learning and behaviour.</p>	<ul style="list-style-type: none"> • A Gold sticker to take home • A sticker added to their individual Gold Star Learners chart (Once they receive 10 they get a Golden Treat).
<p>Silver Learner</p> <p>If the child has ended the day as a Silver Learner and has shown a good or improving attitude to learning and behaviour.</p>	<ul style="list-style-type: none"> • A silver sticker to take home to show that the child has made a good effort.
<p>Green Learner</p> <p>This is expected behaviour. If a child has stayed on the green they have met minimum requirements for learning and behaviour.</p>	<ul style="list-style-type: none"> • Children who stay on Green, Silver and Gold are rewarded each week with Golden Time. • <u>Children begin each new day on the green.</u>
<p>Orange</p> <p>This should be used, following a warning, for a child where they have demonstrated poor attitudes to learning, or behaviour that is not consistent with our Golden rules. Children can move from Orange back to Green/Silver/Gold, and if this is achieved by the end of the day the consequence does not apply.</p>	<ul style="list-style-type: none"> • If a child is on orange at the end of the day and they have not been able to improve their attitude and behaviour during the day they will miss 5 minutes of playtime the following the day
<p>Red</p> <p>This should be used if following an orange warning a child continues to show poor attitudes to learning, disrupt learning, or demonstrate behaviour that is not consistent with our Golden Rules.</p> <p>Children can move from Red back to Green however the sanction will still be applied and a red form will still be completed.</p>	<ul style="list-style-type: none"> • The class teacher must complete a report on Integris for this child. There may be a discussion/phone call to parents. • The child will lose the following days play for "reflection time" • The child will lose 6 minutes golden time for each report on Integris • If there are three reports on Integris in one week this will lead to a behaviour for learning meeting with the parents, child and Head of school to develop the behaviour action plan.

Golden Time and rewards

- Children who have been on the Green, Silver or Gold all week, are rewarded with Golden Time on a Friday afternoon for 30 minutes.
- Children who have been on Red may lose all or some of their Golden Time.
- Golden Time is used to enrich and extend the school curriculum. Time will be spent working on an exciting area of the curriculum doing an activity of a child's choice e.g. singing, art, drama, creative writing, computing, sport, design & technology, baking, STEM etc. Each Golden Time activity is designed to give each child further opportunity to engage in learning in a social and fun way.
- Activities are led by staff, and so children will have the opportunity to work with different children and adults during the academic year, thus building our school community.
- Those children who lose Golden Time have to go to the hall to sit in silence and reflect on their behaviour for the length of time lost with a member of SLT or in the classroom if applicable.
- The class teacher will choose children who have consistently been keeping the golden rules to get first choice.
- All the activities will be fun and engaging and the children will have opportunity during the year to attend all the activities on offer.

Individual Golden Star Charts

- Golden star charts are displayed in every classroom (one per child).
- If children end the day as a gold learner they will receive a gold sticker to put on the Gold Star chart.
- Once the children have earned 10 gold stars they will be sent to the Headteacher/Deputy Headteacher, where they will get to choose a special Golden Treat activity e.g. tea party with the head of school, face painting, hot chocolate and a story with a teacher, football match, extra playtime etc.

House Points

- To be recorded on Integris
- Milestones over the year:
 - 20 Gold Star
 - 45 Gold Star and treat tin
 - 75 Gold Star and treat tin
 - 115 Gold Star and visit to head (head's treat tin)
 - 200 Treat out of school

Golden Time

Arbojo

Sewing/finger knitting

Forest School (future cycle)

Art and Craft

Typing/Computing

Mindfulness and Meditation

Learning mentors

Cooking

Comics
Gardening

Individualised behaviour support plan:

The form is titled 'My Star Targets' and is enclosed in a decorative border of stars. It features two yellow stars on either side of the title. Below the title are five rows, each labeled 'Target 1' through 'Target 5'. Each row has a large empty box for a description and a smaller box for a drawing. The drawings are: a vertical line, a horizontal line, a diagonal line from top-left to bottom-right, a diagonal line from top-right to bottom-left, and a circle. Below these targets is a 'My Success Tracker' table with columns for 1, 2, Break, 3, Lunch, 4, 5, and Total. The rows are labeled with the days of the week: Monday, Tuesday, Wednesday, Thursday, and Friday.

We recognise that our behaviour system will meet the needs of the majority of the pupils in our school however not all. For the small percentage of pupils whom are unable to manage the system effectively we have developed an individualised programme that stands alone from our overall policy.

These pupils will work on specific targets with an incentivised reward that is significantly less in duration than golden time however more frequent therefore reinforcing more immediately the positive behaviours.

Pupils on this system will have the opportunity to achieve five targets per session of the day. If they achieve their five targets then they achieve a star. They must achieve a pre agreed number of stars by the end of the day to achieve their reward. Their reward is also agreed prior to the target card being implemented.

Pupils will remain on the individualised plan for two weeks. Following two weeks if it has been successful it may be, in agreement with the pupil, teacher and SLT, they may remain on the star targets for support or come off the individualised target system and integrate back into the school behaviour system.

If the pupil is not successful then the parent will be asked to attend a meeting with SLT and the pupil and the pupil will be placed on a PSP1.

Playground and Lunch time routine

We recognise that play times and lunch times can be flash points for negative behaviour and this is why every attempt is made to make these well managed, well supervised, calm and enjoyable for all children. To support this:

- At least two members of staff are on duty at all times
- The whistle is blown once for children to stand still, and the second time for children to line up
- Children have to line up and wait for a member of staff to come and collect them to support smooth and calm transitions around school
- All members of staff can use the 'Behaviour chart' to reward or sanction behaviours (including lunchtime supervisors)
- Regular monitoring of break times and lunch times by members of the SLT
- Regular training provided for lunchtime supervisors