



Aim High, Believe & Achieve

Behaviour Policy

Rationale

At Abbotswood Primary we believe that our school community is built on positive relationships. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, ability, ethnicity or social, cultural or religious background. We want all members of the school community to feel valued and respected and expect each person to be treated fairly and equally so that people can work together to create a safe, inspiring and respectful environment.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To give good learners the attention they deserve and reward them
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which displays our school values and kindness, care, good humour, good temper, manners and empathy for others
- To promote community cohesion through improved relationships
- To ensure that good behaviour is a minimum expectation for all

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Abbotswood Primary School Rules and Values

We have 3 rules:

All members of Abbotswood should be **READY, RESPECTFUL** and **SAFE** at all times. All discussions regarding behaviour should refer to the school rules and they should be discussed regularly in class and assemblies.

We also have our Wick Values that we teach and expect all members of the school to display:

- **Responsibility, Empathy, Sense of Pride, Perseverance, Enthusiasm, Curiosity, Teamwork**

A different value is focused on each term and children who display the values are celebrated.

General principles for behaviour management

We believe in creating a positive and respectful environment. One that follows the following principles:

- Consistently high expectations
- Set routines that the children understand
- Consistent and calm adult messages
- Consistent positive reinforcement
- Consistent consequences
- Consistent respect from the adults
- Consistent models of emotional control
- Praise in public, reprimand in discreetly
- Repairing of mistakes quickly and privately to allow them to succeed

All staff are expected to:

- Meet and greet at the door/ in the classroom
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Be calm and give 'take up time' when going through the steps. Prevention approach where possible
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly
- Follow up with parents

SLT are expected to:

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours using behaviour plans and flowcharts
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the corridors and the site

Rewards and Celebration

At Abbotswood we recognise and reward learners who go 'over and above' our standards and understand that positive encouragement and rewards promote good behaviours in

pupils and help to raise self-esteem. Although we award certificates, our staff understand that a quiet word of personal praise or a phone call or note home can be as, or more, effective as a larger, more public, reward. Wherever possible it is our intention to promote positive behaviour through both the public and private recognition of what is good. Wherever appropriate, children’s best efforts will be celebrated; setting an example to others, recognising individual effort and setting a standard.

We reward and celebrate good behaviour with:

- Verbal praise
- Text messages home
- Phone calls home
- Recognition boards
- Star award
- Value award
- Headteacher award

Managing Behaviour

Engagement 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 be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to attention seekers. All learners should be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Sanction process (for the 95% low-level, persistent behaviours)

Stages	Useful language
<p><u>Reminder Stage</u> Link back to the 3 school rules or the routine which isn’t being followed by the pupil.</p> <p>Remember to avoid secondary behaviours where possible and keep focus on what you are asking them to do. Don’t be distracted.</p>	<p>I’m very impressed by how well (another child) is doing with X. Thank you so much.” “Do you remember that one of our rules is X? Thank you for now doing Y.”</p> <p>- Then walk away.</p>
<p><u>Verbal Warning</u> Acknowledge the wrong choice being made and remind them of the expected behaviour</p> <ul style="list-style-type: none"> - Only 1 verbal warning – given as privately as possible. - Walk away so as not to get into a back and forth negotiation. 	<ol style="list-style-type: none"> 1. [NAME] you know X is one of our rules. 2. I expect you to ... 3. Think carefully about your next choices. <p>- Then walk away.</p>
<p><u>Movement to another area/classroom (teacher judgement)</u> Emphasise to the child that they are being moved to help them re-engage with the activity in the classroom. Do not make them feel as though they are being sent out.</p> <ul style="list-style-type: none"> - The child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson. 	<ol style="list-style-type: none"> 1. “[NAME], I notice that you are... [Specify unwanted behaviour] you have now lost a minute.” 2. “That is who I need to see now [NAME].” 3. “I know you can succeed.” 4. “We will talk about this at the end of the session.” <p>- Then walk away to give and to avoid getting into a negotiation or shifting of blame.</p>

<p><u>Sent to SLT member (teacher sends a message to parents)</u> If this is needed in the same session after their return they are sent to a member of SLT somewhere in school and another will be lost</p> <ul style="list-style-type: none"> - 2 minute discussion at the next break about what happened and how it can be avoided in future. - Report this on CPOMs 	<p>Deliver request to move calmly and assertively:</p> <ol style="list-style-type: none"> 1. “[NAME] you have chosen to keep [name rule broken].” 2. “You now need to go to ... for ... minutes.” 3. “We will discuss this at the end of the session when you return.” <ul style="list-style-type: none"> - Remember to send work.
<p><u>Sent to Head of School or Executive Headteacher</u> Escalated to the HoS or Executive Head and removed from the class for the rest of that session. Any work not completed needs to be followed up at breaktime or at home</p> <ul style="list-style-type: none"> - Report this on CPOMs 	<p>Deliver request to move calmly and assertively: Where the HoS and Executive Headteacher is called:</p> <ol style="list-style-type: none"> 1. Depending on the child and situation, ask the child to go to the office to see HoS/ EH or ask them to come to the class 2. Where possible, speak to the child with the member present to show that you still have authority.
<p><u>Most important part of the process:</u> Can either be an informal chat at breaktime, walking in the playground (walk and talk); or a more formal restorative meeting</p>	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How?

When the child returns for the next session or from the time-out, they return to the ‘reminder’ stage.

If SLT are repeatedly called for the same child, a behaviour plan should be created for them.

Escalated Process (For the highest 5% for dangerous or severe behaviours)

<ul style="list-style-type: none"> • Dangerous & severe behaviour that will need the support of SLT <ul style="list-style-type: none"> ○ Fighting ○ 2nd Time out in the same session etc. ○ Throwing furniture/ Breaking equipment ○ Bullying ○ Hate language ○ Disruption which prevents the class from learning. 	<p>Most children demonstrating these behaviours will have an individual behaviour plan or flow chart so please follow. The behaviour plan will need reporting to parents each day they are on the plan. A child at this level will have everything reported on CPOMs</p>
---	---

Fixed Term and Permanent Suspension

A serious breach is an incident that may lead to a fixed term suspension. We do not wish to suspend any child from school but sometimes this may be necessary. Examples of a serious breach are:

- racial/homophobic abuse;
- extreme verbal abuse directed at another;
- physical violence to a child or member of staff;
- taking themselves off site;
- repeated verbal/physical abuse/bullying

Alternatives to suspension, where appropriate, include internal community service and payback.

SEND

We are an inclusive school and aim to provide equal opportunities for all groups of children, including those with additional needs. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs. These will be reviewed at regular SEND review meetings with the parents and teacher and SENCO if appropriate.

Play Time and Lunch Time

All adults during play times and lunch time will follow the same behaviour management techniques. If a child repeatedly shows behaviours that fall below our school values and break our school rules or displays a single act of poor behaviour, they will be sent to a member of the leadership team. This is to allow the child to reflect and then be taken back to class to start the learning in the next session. They will miss the following play time or part of lunch time. Parents should be informed by the member of staff who dealt with it.

The Role of Parents and Carers

Parents have a very important part to play in their children's education. It is important for children receive consistent messages about how to behave at home and in school linked with our school values. If you would like any help with this, please contact the school office. When a child falls below our school values the parent should receive clear communication the day this incident has taken place.

If parents or carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

The teaching staff team and SLT will retain records using CPOMs, monitor behaviour patterns and incidents and will work together with the parent/carer of the child.

The use of reasonable force to control or restrain a pupil

Staff at Abbotswood Primary School will never use force as a punishment. However, there may be a rare occasion when the use of reasonable force to guide, escort or restrain a pupil may be called for using a Team Teach approach. Where possible more than one adult will be present. The Education and Inspections Act 2006 states that staff can use reasonable force to prevent pupils:

- committing any offence;
- causing personal injury to, or damage to the property of any person (including the pupil him/herself);
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise;
- where a child's behaviour is known to place them or others at risk, a positive handling plan will be drawn up and discussed and agreed with the parent.

Staff will report any such incidents on CPOMs to the Headteacher by recording the incident and informing parents.

Monitoring and Review

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

Written by: Sarah Willoughby

Date: 14/07/25

Approved by: Governors

Date: 15/07/24

Reviewed by:

Date: 15/07/24

Next review: July 2027

Signed.....

Date

Chair of Full Governing Body

CONSEQUENCES FOR NOT BEING READY, RESPECTFUL & SAFE

1. REMINDER STAGE

Remind the pupil of their behaviour and link back to the 3 school rules or the routine which isn't being followed by the pupil.

2. VERBAL WARNING

Acknowledge the wrong choice being made and remind them of the expected behaviour.

3. LOSS OF MINUTES OR MOVEMENT TO ANOTHER AREA

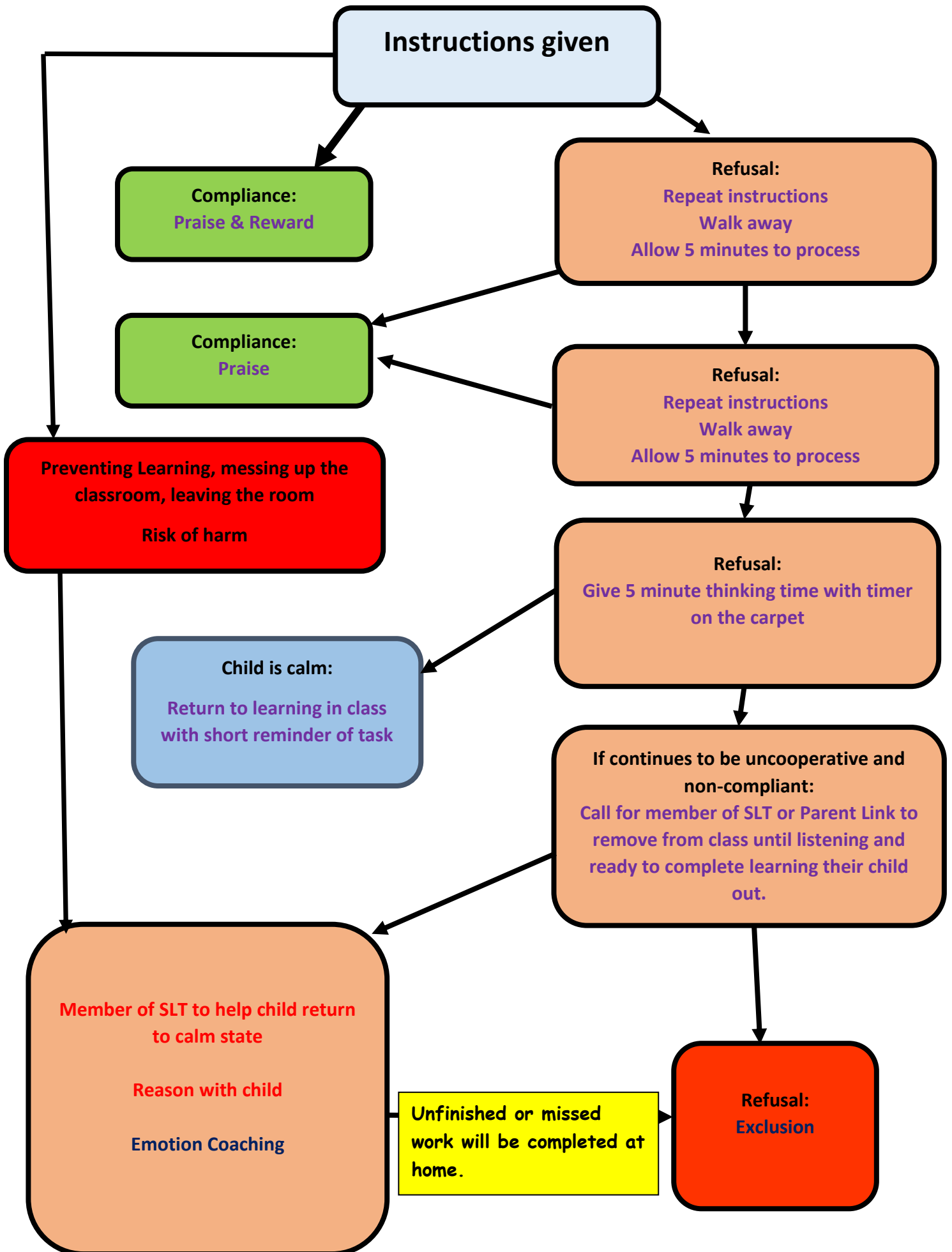
After the verbal warning a minute will be issued for the continued behaviour or movement to another class.

4. SENT TO SLT MEMBER

If this is needed in the same session after their return they are sent to a member of SLT somewhere in school and another minute will be lost.

5. SENT TO HEAD OF SCHOOL OR EXECUTIVE HEADTEACHER

Escalated to the HoS or Executive Head and removed from the class for the rest of that session. Any work not completed needs to be followed up at breaktime or at home.



Appendix 3 – Behaviour Plan

Weekly Behaviour Monitoring Plan

Pupil Name:

Class/Year:

Week Commencing:

Target 1:

Target 2:

Target 3:

Daily Monitoring Table

Day	Target 1	Target 2	Target 3	Staff Comments	Pupil Reflection	Parent/Guardian Signature
Monday	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met			
Tuesday	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met			
Wednesday	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met			
Thursday	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met			
Friday	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met	<input type="checkbox"/> Met / <input type="checkbox"/> Not Met			

End-of-Week Summary

Teacher Comment:

Parent Comment: