



ANDOVERSFORD PRIMARY SCHOOL

Behaviour Policy

Reviewed by FGB in September 2018, signed M. A. Davies 28.09.2018

At Andoversford Primary School, we work together to create a calm, caring, purposeful learning environment, where we are all accountable for our own actions. We believe in a fair and consistent approach, whereby all members of our community feel included and supported. We strive to eliminate unacceptable behaviours and reinforce positive behaviour choices.

Aims and Objectives

At Andoversford, we aim to optimise the personal development alongside the academic attainment of all pupils in our care. We believe that every individual is a person of worth, and therefore warrants respect, recognition and praise. It is our intention to develop caring, responsible citizens, who are self-motivated and able to reflect on the choices they make. We strive to achieve this through:

- ➔ Building and maintaining positive relationships
- ➔ Establishing clear rules and boundaries
- ➔ Setting high expectations, both academically and socially
- ➔ Providing an individual approach to meet the needs of all pupils
- ➔ Establishing a clear and consistent system to celebrate achievement and deter unacceptable behaviour
- ➔ Ensuring that the expectations are understood by pupils, parents, staff and governors
- ➔ Implementing agreed procedures

Roles and Responsibilities

It is the role of the Headteacher to ensure that the school's behaviour policy is implemented and applied consistently throughout the school and to support staff in this aim. The school uses an agreed format to record all reported incidents of misbehaviour and this is monitored on a regular basis.

The SEND manager will work alongside class teachers, pupils and parents to support pupils with additional needs.

School-Agreed Procedures

At Andoversford, we use a system of rewards and sanctions to encourage pupils to become responsible citizens. Rewards are in place to inspire pupils to make the right choices, and increasingly shift towards intrinsic gratification as the pupil matures. Sanctions are imposed to ensure that pupils are made aware, when they have made an unacceptable choice, teach pupils that their actions have consequences and illustrate the seriousness of their behaviour. The pupil is always given time to reflect on his/her actions and the consequence or impact of the behaviour on others. Sanctions where possible enable the culprit to correct the misdemeanour or 'put right' any wrong that has been caused.

We believe that it is the duty of the whole school community to promote positive behaviour to enable our pupils to become successful individuals. Positive behaviour is demonstrated by pupils who are respectful, kind and look after their own and other people's property; pupils who are active learners; who check their own work and self-review against targets; who employ problem solving strategies and who demonstrate the ability to solve social problems positively and respectfully with others. This links very closely to the school's core values: **ASPIRE**

- All staff use reward strategies (detailed below) to promote positive behaviour choices.
- Staff use proactive means (such as planned seating arrangements, classroom responsibilities etc.) to ensure that pupils are encouraged to make the correct choices.

Feedback relating to behaviour choices, both positive and negative, will be detailed and relevant for the age/stage of development. All members of staff are dedicated to improving pupils' understanding of their actions.

All staff will:

- Ensure that our school provides a safe, secure and well-ordered environment
- Ensure all interactions are based on mutual respect and understanding
- Have high expectations of pupils' behaviour and attitudes towards their learning
- Promote pupils' independence and the development of good learning dispositions (including engaging with tasks, exploring possible outcomes, demonstrating perseverance, self-review and reflecting on the quality of the work produced)
- Encourage pupils to make decisions, learn from their mistakes and increasingly apply self-discipline strategies
- Encourage pupils to understand right from wrong, and to ensure that individuals know and understand **why** any particular action is deemed inappropriate.
- Help pupils understand their rights and responsibilities as a citizen in our society
- Keep parents/carers informed about their child's welfare and work alongside them to promote positive behaviour

Pupils will:

- Respect and care for others
- Resolve disputes positively
- Take responsibility for their own actions
- Be aware of how their emotions may affect their behaviour choices

Parent and carers will:

- Support the school in the implementation of the behaviour policy
- Promote positive behaviour at home to improve continuity between home and school
- Contact the class teacher if they feel their child's behaviour (in or out of school) is having an impact on his/her emotional well-being
- Contact the class teacher if they have concerns about an incident at school

Pupils with Additional Needs

In some cases, a child may be identified as having additional needs with regards to his/her behaviour choices. For these pupils, behaviour targets will be identified on the pupil's My Plan, which is created in collaboration with the class teacher, TA, SENDCo, the pupil and the family. In some cases the school may involve other agencies, such as Educational Psychologists or the Education Inclusion Team. Additional support may also be offered by the Pastoral Support Advisor.

Aspire Point System

All Staff members will award house points to pupils for positive behaviour choices; these are particularly linked to the school core values. Aspire points are given as physical tokens which are collected in the classroom. At the end of each week the tokens are collected and counted by the house captains and then displayed in the school entrance. At the end of each Term, the house team which has collected the highest number of points will be rewarded with extra play-time. The whole school work towards an activity reward for collecting a given number of house points.



Class Behaviour Chart

All classes display a flowchart with Green, Silver and Gold Sections, which may appear in different styles to suit the age and needs of a particular class. All pupils begin the day at 'Green', but can move up the ladder when exhibiting positive choices, such as actively engaging in learning tasks, supporting peers or applying themselves fully. Individual classes may award stickers, certificates or 'golden ticket' rewards for finishing the day on silver or gold; the type of reward offered will be dependent on the maturity, age and specific needs of each class.

Reward Strategies

(this list is not exhaustive)

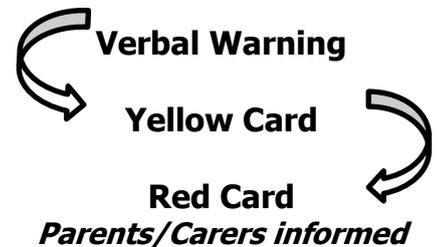
- Smile
- Positive facial expressions
- Praise - verbal
- Positive comments - written
- Sent to show work to another adult or class
- Stickers
- Stamps
- Aspire points
- Additional responsibilities
- Class recognition
- Achievement Certificate (awarded in assembly)
- Attainment Certificates (e.g. after completing cycle training, swimming)
- Whole Class reward
- Head Teacher recognition (may include stickers and prizes)
- Recognition on display boards or in the newsletter
- Additional playtime (Whole Class or House)
- Whole School Event (reward for collecting the target number of house points as a whole school)

Sanctions

If a pupil exhibits low-level behaviour choices that are unacceptable, such as distracting others, being rude or having a negative impact those around him/her, we operate a '**3 strikes**' system. In the first instance the pupil will receive a verbal warning, which makes it clear to the child exactly which behaviour is unacceptable and **why** it is not tolerated. This is described using specific language. If needed the pupil is given a chance to reflect on his/her behaviour and calm down using a Time Out, the length of which is determined by the age/understanding level of the pupil.

If this continues, or another unacceptable action is carried out, then the pupil is issued a Yellow Card and he/she will speak to the teacher about their choices during break or lunchtime. If work has been missed, this will be caught up during the playtime. Yellow Cards are recorded in class, and communicated with the Headteacher at the end of each week. If a pupil repeatedly receives Yellow Cards during a week, the class teacher will inform parents and initiate a meeting to improve behaviour choices.

If the pupil still persists with unacceptable choices after having received a Yellow Card, they will be issued a Red Card and removed from class to speak to the Headteacher. When a Red Card is issued a formal record is kept on an incident form and parents/carers will also be informed in writing. We have a Zero Tolerance approach to some serious behaviour choices, such as aggressive language, threatening behaviour or physical violence towards another person. In these cases the pupil will forgo a verbal warning.



Illustrative Examples:

	Behaviour Choice	Sanction	Positive Strategies
1	<ul style="list-style-type: none"> Swinging on chair Interrupting or calling out Loss of concentration Silly noises Pushing in the line Being in the wrong place (e.g. staying in cloakroom or wandering the corridors at break time) 	<ul style="list-style-type: none"> Quiet reminder Non-verbal signal (e.g. eye contact or hand gesture) Separation by change of seating in class, assembly or move to a different place in the line If persistent this triggers a Verbal Warning as per the class behaviour system 	<p>Praise good behaviour of peers (e.g. "Thank you for sitting on your chair properly...")</p> <p>Class discussion or circle time about the right choices</p>
2	<ul style="list-style-type: none"> Ignoring instructions Rudeness Affecting other pupils' learning Inappropriate remark to another pupil Misuse of property (e.g. throwing rubber or book across table) 	<ul style="list-style-type: none"> Verbal Warning If repeated this triggers 'Yellow Card', and pupil will miss their break or lunch play to discuss their choices with an adult, as per the class behaviour system 'Community Service' style activities (e.g. helping out with jobs around the classroom or school – litter picking, sweeping hall after lunch or tidying classroom) 	<p>Setting individual targets with personal behaviour plan if persistent</p> <p>Monitoring of pupils who reach 'Yellow Card' stage each week by Headteacher – discussion with pupils.</p> <p>Involvement with parents/carers for repeat offenders.</p>
3	<ul style="list-style-type: none"> Challenge to authority Damaging school/a pupil's property Harmful/offensive name calling Inappropriate use of language (swearing) Throwing objects with intent to harm Refusal to complete instructions or task Threatening behaviour Causing harm to another pupil Violence Leaving school premises without permission 	<ul style="list-style-type: none"> Red Card Sent to Headteacher Internal exclusion Loss of break or lunchtime play to reflect on actions and to complete required work Work sent home to be completed Parents to be informed of the incident in writing If repeated meeting between parents and class teacher, SENCo and the leadership team to discuss concerns and agree a behaviour plan <p>If persistent</p> <ul style="list-style-type: none"> Withdrawal of privileges, such as attendance at clubs, class day or residential visits An after-school detention may be used for serious and persistent non-conformity – this is agreed with parents Formal 'cause for concern' letter, followed by face to face meeting with the Head 	<p>Setting individual targets with personal behaviour plan if persistent – intervention strategies put into place for individual.</p> <p>Monitoring of incidents with a formal log.</p>
4	<ul style="list-style-type: none"> Verbal or physical abuse to a member of staff Malicious physical assault on another pupil 	<ul style="list-style-type: none"> Fixed-term exclusion 	<p>Local and national guidelines followed. Parents/carers and Local Authority informed in writing.</p>
5	<ul style="list-style-type: none"> Repeated behaviour from previous section 	<ul style="list-style-type: none"> Permanent exclusion or managed move to another school 	