



## Good Behaviour Policy

### Rationale

Good behaviour is essential in order to allow The Avenue Primary School & Children's Centre to flourish as a learning community that promotes the well-being of all its members.

### Aim

At the Avenue Primary School & Children's Centre, we aim to:

- Provide an environment where children feel safe, secure and respected, enabling children to develop a sense of self-worth and a respect and tolerance for others.
- Ensure all children are ready for learning.
- Focus our attention on the promotion of positive behaviour and on shared responsibility for dealing with instances of unacceptable behaviour
- To promote a shared approach to dealing with discipline issues in school by having clear procedures as set out in this policy.

### **Agreed procedures:**

### Rewards

Everything we do at The Avenue Primary School and Children's Centre is centred around our 'six expectations':

**Aspire  
Resilience**

**Positive  
Respect**

**Pride  
Responsibility**

We approach the promotion of good behaviour through our six expectations. These expectations are displayed in word form in classes and all around the school. During the year, children discuss these words with their teacher and during assemblies.

We also reinforce and promote positive behaviour through:

1. Verbal praise
2. Positive body language (a smile, thumbs up etc)
3. Stickers.
4. Receiving house points.
5. Individual, department or class systems e.g. marble in the jar, smiley faces, golden tickets
6. Being sent to a Senior Leader to share excellent learning.
7. Receiving certificates and awards in assembly.
8. VIP lunches with the Head or DHT
9. Public recognition e.g. in class, through the newsletter/website/local paper.

## **Consequences**

There are six stages of **consequences**:

- Stage 1: Verbal warning
- Stage 2: 5 minute loss of lunchtime
- Stage 3: 10 minute loss of lunchtime
- Stage 4: 15 minute loss of lunchtime
- Stage 5: 20 - 30 minutes loss of lunchtime, parents contacted.
- Stage 6: 20 – 30 minutes loss of lunchtime, parents contacted and discussion with Deputy Head or Head teacher.  
Internal exclusion may be considered.  
External exclusion may be considered.  
Permanent exclusion may be considered.

**See Appendix 1** for a fuller explanation of the consequences **and Appendix 2** for examples of behaviours that might warrant particular stages.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages.

Loss of minutes at lunchtime will happen during the lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. KS2 children missing part of lunchtime will be sent to sit in a classroom under supervision of a member of SLT. KS1 children remain in their own classroom with their own teacher.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, then the Behaviour Support Assistant may be called. This is done either by using the intercom system or by sending another child to the office with a message. In some instances the Behaviour Support Assistant may be called to a child, who is unsettled, in order to prevent stages/consequences being given.

The Behaviour Support Assistant will assess the situation in class and decide whether to support the child in class to make good behaviour choices or whether they need to be removed from class. Children who are removed from their class by the Behaviour Support Assistant may be taken to a quiet area to discuss the incident/their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the Behaviour Support Teacher.

In some cases, depending on the severity of the situation or if the child continues to make poor behaviour choices, the duty teacher may be called. They will then decide appropriate consequences or next steps in line with the stages system.

In the case of an Internal Exclusion, children will not go back to their own class, but will complete their work in another classroom under supervision for a pre-defined period of time.

If a child reaches a Stage 5 or 6 then parents will be informed by the class teacher, Deputy Head or Head teacher.

## **Recording and assessment**

When a serious incident occurs, or the Duty Teacher is called, a 'Duty Teacher/Serious Incident' form should be completed (**See Appendix 3**). This will be completed at a convenient time, as close to the event as possible. Completed forms will be handed to the office for filing and kept in a file in the office.

Any allegations of bullying or racism will be recorded on a separate sheet (**See Appendix 4**). This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in a file in the office.

Blank copies of all forms are kept as hard copies in the filing cabinet in the Staff Room and also electronically on Shared Resources.

To ensure that persistent low-level poor behaviour is drawn to the attention of the school leadership team, a simple weekly record of children's behaviour in class and which stages they have received is recorded daily, by the class teacher. This together with Incident forms and lists of who is losing minutes of lunchtime on a daily basis are collated and discussed by SLT on a regular basis. (**see Appendix 5**).

Class teachers/department leaders will contact parents where there is a pattern of low level disruption occurring or where unusual behaviour has occurred.

## **Behaviour at lunchtimes**

MDSAs follow the same behaviour policy as other staff. A member of senior staff is on duty at all times and can be called on via the Walkie Talkies.


Lunchtime rules (**see Appendix 6**) have been shared with all staff and children and MDSAs will enforce these rules according to the behaviour policy. However, MDSAs do not give Stages, but for a minor incident, they can give a "time out" and inform the class teacher. If a more serious behaviour incident occurs, they will call for the Duty Teacher via the walkie talkie. Minor incidents will be recorded by MDSA in the red file outside the Head's office. This will be checked daily by either the Head or Deputy who will decide if incidents need following up and take appropriate action. They will record what action has been taken.

## **Physical restraint**

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint. (**Please refer to the Avenue Primary School's separate Physical Intervention Policy**).

**Appendix 1: Behaviour Management Chart**

**BEHAVIOUR MANAGEMENT CHART- The Avenue Primary School**

BEHAVIOUR EXPECTATIONS	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
 <p>RESPECT</p> <p>ASPIRE</p> <p>PRIDE</p> <p>RESILIENCE</p> <p>POSITIVE</p> <p>RESPONSIBILITY</p>						
				DUTY TEACHER CALLED IF NECESSARY		
				BEHAVIOUR SHEET COMPLETED		
				CONSEQUENCE DECIDED: - Return to class - Work in another class - Work in office		
				PARENTS MAY BE CONTACTED	PARENTS WILL BE CONTACTED	
					PARENTS MAY MEET WITH HT / DHT	
				INTERNAL EXCLUSION		
				EXTERNAL EXCLUSION		
		VERBAL WARNING ONLY	LOSS OF PLAY/LUNCHTIME			
			5 MINS	10 MINS	15 MINS	20 TO 30 MINS

**Appendix 2: Behaviour Management Chart – Consequences**

BEHAVIOUR MANAGEMENT GUIDE							
STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6		
Any disruption to learning. e.g:	No response to Stage 1 and ignoring previous consequences Committing repeated / persistent offences	No response to Stage 2 and ignoring previous consequences.  Committing repeated & /or persistent offences	No response to Stage 3 and ignoring previous consequences.  Committing repeated & / or persistent offences	No response to Stage 4 or ignoring previous consequences. Committing repeated & / or persistent offences.	No response to Stage 5 or ignoring previous consequences. Committing repeated & / or persistent offences. Or straight to a Stage 5 for e.g.	No response to Stage 5 Repeated & persistent offences  Ignoring previous consequences.  Or straight to a Stage 6 for things like:	
Talking over teacher	Name calling	Using someone else's property without permission	Pushing another child	Putting children at risk in classroom	Intentionally destroying or damaging property		
Not following instructions	Lack of respect for people or property	Lying	Retaliation	Verbally aggressive	Physical assault		
Distracting others	Rudeness	Running away from an adult	Spitting	Deliberately hurting another child e.g.			
Not sitting properly	Bad manners	Rough play	Stealing	kicking pinching biting hitting slapping			
Running in corridor	Inappropriate behaviour in dining room	Using inappropriate language (but not directed at someone)	Deliberately winding someone up	Fighting			
Calling out	Refusing to participate / get changed/do as asked	Being in areas that are out of bounds		Name calling, swearing or using inappropriate language at adult or child			
Shouting	No PE / swimming or Forest School kit			Incidents of bullying, racism or homophobia will be referred immediately to the DHT/HT.			
Sulking							

Appendix 3:



# Behaviour Incident Form

## Serious Incident/Duty Teacher called

Child's name:	Date:	Time:
Class teacher:	Year group & class:	
<b>PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE</b>		
What led up to the incident? What was the context/location (if relevant):		
		Name of person recording & date
Details of incident:		
		Name of person recording & date
Child's comments/account:		
What action did the Duty Teacher /or person dealing with incident take? Please state outcome?		
<b>OUTCOME: Stage 4 / 5 / 6 / 7 / Internal Exclusion / External Exclusion</b> <b>Other:</b>		
Parents contacted: Yes / no	Teacher aware: Yes / no	<b>Name of person who decided outcome :</b>  Completed form to JL for filing: yes / no
Head / DHT aware? Yes / no		

Appendix 4:



## BEHAVIOUR INCIDENT FORM (Racial / Bullying)

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
<b>PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE</b>			
<b>What led up to the incident? What was the context?</b> <b>Where did incident occur?</b> - classroom/toilet/hall/dining hall/library/playground/field/other (circle)			
			Name of person recording & date
<b>Details of incident: Witnesses</b> – please record names of adults/children:			
<b>Child's comments / account:</b> (use reverse if more than one child involved).			
			Child's name:
<b>What happened after the incident? What action was taken? Who was duty teacher?</b>			
			Name of person recording & date
<b>Class Teacher Informed:</b> yes/no  <b>Or TA Informed:</b> yes/no  <b>Head or DHT aware if appropriate:</b> yes/no	<b>Parents contacted:</b> by who?/when?  <b>Completed form to JL for filing. Yes/no</b>		



## **Appendix 6: BREAK AND LUNCHTIME RULES**

### **General**

- Children must do what they are asked straight away – by any adult – with no argument
- Children will speak to all adults with respect
- Everyone must be outside (unless having lunch, in the library, in Spain or in Greece)
- No one should be in the corridors
- No one should be going back into classrooms until their teacher says they can
- Children to ask to go to the toilet / ask to have a drink
- Older children should look out for the younger children.
- When the bell rings, all children must stand still and wait for instructions.
- All children need to line up for lunch. They will need to use hand gel.
- No-one should be jumping the queue otherwise they will be sent to the back
- No play fighting
- No football on the playground (unless as part of supervised game with an MDSA)
- Only one ball allowed (for basketball)
- No playing Bulldog or Family Tag
- No one in the woodland learning area, or playing with sticks
- Stay on main playground – not behind the buildings
- There are no rules about cards
- There will be a coned off area for huff & puff
- No climbing on tables and chairs in the playground
- No one should be playing on the 'mound' or climbing trees (keep this side of willow trees)
- No children near the metal fence (next to Children's Centre) – bottom of field
- The willow gazebo is an area for sitting quietly (NO running around / in or out)

### **Play Trail:**

- Children can use the play trail if they have been given an orange band by their teacher.
- Houses use the play trail on a rota basis (Mon – Birch/ Tues – Oak / Weds – Sycamore / Thurs - Willow and on a Friday teachers pick 5 children only from their class to use it)
- Play trail needs to be used in the proper way e.g. start at the beginning and work your way round to the end. No silly or dangerous behaviour.
- The playtrail will not be used in damp or wet weather & Sensible footwear must be worn.

### **Incidents:**

- The Duty Teacher will be called for any serious issue/incident. (MDSA'S do not give stages).
- MDSA's record lesser incidents in the red book (teachers/duty teacher/DHT/ HT will deal)
- In the event of a fire alarm, children will line up (with their class) in their normal position on the playground.

**Updated:** February 2019

This Policy will be reviewed annually.

**Review date:** February 2020