



## **BEHAVIOUR POLICY**

### **Awbridge School Aims:**

- To have a cohesive whole school policy that all staff, parents and children recognise.
- For our children to leave Awbridge recognising the benefits that come from having a solid understanding of courtesy, manners and respect for others.
- To recognise the value of all members of the school community.
- To value, respect, care for, praise and listen to each other and to encourage such attitudes in our children.
- To encourage children to want to succeed in all aspects of their life and to believe that they can achieve in their future.
- We believe that developing a child's self esteem will enhance their learning

### **Rationale:**

At Awbridge School we believe it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum. We encourage children to take responsibility for their own actions, developing self-discipline, respect for themselves, others and the environment. This creates a happy, caring school which enables effective teaching and learning to take place.

At Awbridge School we believe that the physical and emotional safety of all pupils is a priority. To ensure this we adhere to policies that relate to the health, safety and the well being of all children in our care.

### **Staff and all adults working in the school are expected to:**

- have high expectations of learning and behaviour
- endeavour to develop positive relationships with all children
- be consistent in implementing the behaviour policy over time and with individual children.
- set a good example
- communicate clearly the expectations and code of conduct within the behaviour policy to all members of the school community
- respect children, each other and the school environment
- respond quickly and appropriately to all incidents of inappropriate behaviour.

### **Children are expected to:**

- know what is expected of them and why
- listen to others and demonstrate tolerance
- demonstrate appropriate levels of self discipline
- take responsibility for their own actions
- show respect for others, property and their school environment
- be polite, caring and considerate, setting a good example for other children
- report incidents of unacceptable behaviour to staff

### **Parents are expected to:**

- be aware of the school's approach to behaviour through the Home School Agreement
- be supportive of the school's approach and policy
- communicate any concerns they may have to the class teacher as appropriate
- work in partnership with the school, especially with any specific issues of behaviour management concerning their child(ren)
- ensure their child(ren)'s regular attendance and punctuality

### **Governors are expected to:**

- be aware of the school's behaviour policy
- be supportive of the policy
- be involved in the monitoring of the policy and its implementation
- be involved in resolving issues that become matters for the attention of the pupil disciplinary committee

## **OUR CODE OF CONDUCT**

Children are made aware of this code of conduct through assemblies, class circle times and PSHE work, display around the classroom and school and through day to day interactions with staff.

### **School Rules:**

While the primary aim of the Behaviour Policy is not a system to enforce rules but rather to promote positive relationships, so that people can work together with the common purpose of helping everyone to learn, the following 'rules' provide a set of 'values' to underpin behaviour expectations.

1. **Follow all instructions from adults**
2. **Move around the school quietly and carefully**
3. **Be polite**
4. **Be kind and caring towards others**

## 5. Respect and look after our school community and the learning environment.

In addition, each class collaborates to write their own 'Class Charter' each year which is based on mutual respect, care for others and the environment and support for learning. These are signed by all children and displayed in classrooms

### Developing a 'behaviour for learning':

Many of the children who find it difficult to behave appropriately in the classroom are still developing their social, emotional and behavioural skills and are therefore at a developmental stage when they may need the support of external motivators such as praise, notes home, stars, stickers, commendations in assembly and so on to help them learn and sustain appropriate behaviour for learning.

### The importance of motivation in creating the conditions for learning:

As a school we aim to develop effective life long learners. Effective learners need to be able to identify the goals they want to pursue. Being good at regulating their own motivation helps children in school in at least three ways:

- The ability to remember why they are persevering with an externally set goal may help children achieve the understanding and strive for the outcome that they want.
- Children who are willing to reorganise their goals in response to adult suggestions or demands are easier to teach, and will achieve more in educational terms.
- Knowing when to stick with a difficult project that will achieve a goal and when to give it up because it is proving more trouble than it is worth is valuable in terms of children's emotional health and well-being.

Developing the habits of self-motivation is an essential ingredient of '*learning to learn*'. If children are to become better at learning, they have to want to learn, which means they have to see the importance of learning to learn. They need to develop a certain independence, in which they enjoy setting and working towards their own learning goals, developing their own skills of research, and managing both time and resources. Above all, self-motivated learners are curious: they are not afraid of challenge, and they like asking questions to which they do not have a ready answer.

The external rewards that we use in Awbridge are designed to promote a positive life long love of learning. All staff work towards this for all children and must ensure children ultimately strive for the satisfaction of the achievement and not the reward.

### Rewards and sanctions

Whole school approach – all children at times are influenced by rewards and sanctions. All staff have a responsibility to uphold and support the school policy.

*There should be a focus on praise and building the self-esteem of the children.*

All sanctions should be effective to all children and focus on changing behaviour, removing the motivation to act inappropriately, or removing others from the negative effects of behaviour.

We praise and reward children for good behaviour in a variety of ways:

### Verbal Praise

When giving rewards the staff will always make clear why they are being given, with the intention of making the child properly aware and of sending positive signals to other children. Staff will always pick out and praise any behaviour that is following the school code of conduct. (Holding doors open, walking sensibly etc).

Awbridge staff recognise how praising good behaviour can have a powerful effect on creating a supportive learning environment. Small comments can destroy learners' self-esteem or boost it. Respectful language between adults and learners signals respectful relationships.

### **Stickers**

Stickers are to be used when giving marking and feedback. A sticker in the book is worth 2 house points.

### **House Points**

Across the school, children are members of one of 4 Houses: Red Kestrels, Green Falcons, Yellow Eagles, Blue Buzzards. Children gain house points that are added up at the end of every week by the house captains. The scores are shared in the Friday celebration assembly by all the house captains and the results are updated on the house point display. At the end of every term the winning house is allowed to come to school in non school uniform as a final reward.

House points can be awarded for:

1) Work that they have done either in the classroom or as part of their home-learning. Teachers can award '1 HP' (housepoint) for good work or, for even better work they can give a sticker in their books which is worth 2 HPs. Teachers can award more than one HP at their own discretion.

2) Positive behaviour that follows the school rules.

All staff can award house points at any part of the day for appropriate behaviour.

3) Staying on green.

For children that remain 'green' all day (see below) there is an entitlement to 1 house point each day.

Additional House points are awarded for good work, positive behaviour, effort, helpfulness, kindness – awarded by any staff in class, around the school or on playground. House points are recorded on class charts.

### **Charity Token Boxes**

(From September 2016) Each term children can earn tokens which they can post into one of three charity boxes. At the end of the term the tokens are counted and the school will donate differing amounts to the three charities depending on how many tokens each charity receives. The PTA have agreed to donate £100 and there will be other fundraising events such as a non uniform day during each term to increase the amount that will be split. Tokens are also worth 5 house points.

**Head teacher awards** are awarded for exceptional work, positive behaviour, effort, helpfulness, kindness. HT awards are also worth 3 house points.

**Celebration certificates** are awarded in whole school Friday assembly for outstanding work, attitude, behaviour, achievement, effort or actions – These certificates are also worth 2 house points

A central school display board will be used to display photographs of children who have received certificates. It will be in a central and pupil place where the children can invite their parents/families in to see and share their celebration of success.

Certificates must have a language of learning within them. When writing out a certificate teachers must clearly state the behaviour or skill that has been demonstrated. (For example; instead of 'For an excellent diary entry as a Tudor Sailor' it should be 'For thinking carefully about how to use adverbs to help describe the day of a Tudor Sailor.'

**Wizard Worker of the day** – Within every class there is a 'Wizard worker of the day'. Each day a child is selected as the 'Wizard Worker' for that day; the next day opportunities are found to reward the wizard worker with praise, positive reinforcement for their behaviour and responsibilities to undertake. The Wizard Worker has their photograph displayed in class. Class teachers can adopt their own systems of reward & responsibility for their wizard worker.

**Class reward chart** - Positive teamwork experiences help our children to learn social skills, cooperative problem solving and new points of view. Each class recognises the importance of working together by rewarding good whole class behaviour through the class reward chart. This chart involves collecting a set amount of stickers on the chart. When the chart is full – generally at the end of each term, the class is entitled to a class reward afternoon. The children can decide what they would like to do (watch a dvd, wearing non-uniform for the afternoon, play games on field etc). When they have decided they inform the HTL what they would like to do and when.

**End of Term Awards** - At the end of each term there will be an awards assembly. Adults will together decide which children will receive each trophy. The child is awarded the trophy and can take it home for the holidays and the keep it there till the next end of term awards assembly. Trophies will be awarded for a number of areas including: Most progress in KS1 Maths, Most progress in KS2 Maths, Most progress in KS1 English, Most progress in KS2 English, Most progress in KS1 Science, Most progress in KS2 Science, Citizenship/kindness award, best sportsperson etc

## Sanctions

The system of sanctions should encourage positive behaviour and should be an effective deterrent with measures which are realistic, consistent and understood

### **Green is good!**

In each class there is a 'Traffic light behaviour chart' clearly on display, alongside the school rules and the class charter.

**1<sup>st</sup> step** – a visual and verbal cue (warning, naming inappropriate behaviour, explanation of what would be better)

**2<sup>nd</sup> step** – a visual and verbal warning – turn individual card to yellow -alongside description of behaviour and how to remedy it. **MISS ENTITLEMENT TO DAILY HOUSEPOINT.**

**3<sup>rd</sup> step** – a visual and verbal – turn individual card to red - alongside description of behaviour and how to remedy it. **MISS 5 MINS (KS1) OR 10 MINS (KS2) OF THE NEXT PLAYTIME.**

**Children are encouraged to return to 'Green' with improved behaviour and the teacher will review behaviour with the child. Every child start each day on 'green' because we believe each day is a fresh start.**

**4<sup>th</sup> step** – child to be sent to next door class to work for no more than 10 minutes. Should be explained to the class why the sanction has been implemented and the child should explain what they have done to make this step necessary since the previous step

**5<sup>th</sup> step** – Child's parents to be contacted – in writing, face to face or by telephone – explaining the behaviour, the sanctions already implemented, and the detrimental effect it is having on learning in the class, as well as exploring any reasons or background behind the behaviour. It will be made clear what the further steps are and possibilities for home/school behaviour management systems (reward charts, record book...) should be explored where possible or practical. HoS to also be informed at this stage

**6<sup>th</sup> step** – HoS to meet pupil and teacher, (and if needs be, alongside parents) to discuss behaviour; what has been attempted, why it has not yet worked, the effect on others, the effect on the child's learning, and why the behaviour is continuing. Records or notes to be kept of this discussion, as well as a possible date for a follow up meeting to assess progress after a space of time

Finally, the ultimate step is to explore possibilities for temporary or permanent exclusion.

Reception class have their own system.

### **Lunchtimes**

**1<sup>st</sup> step** – a verbal cue (warning, naming inappropriate behaviour, explanation of what would be better)

**2<sup>nd</sup> step** – a visual and verbal warning – issue a yellow card -alongside description of behaviour and how to remedy it. **MISS ENTITLEMENT TO DAILY HOUSEPOINT.**

**3<sup>rd</sup> step**– a visual and verbal – issue a red card - alongside description of behaviour and how to remedy it. **MISS 5 MINS (KS1) OR 10 MINS (KS2) OF THE NEXT PLAYTIME.**

**Cards are passed to the child and the teacher informed at the end of lunchtime (or given directly to the teacher). The member of staff issuing the card will mark on the card which of the school expectations has been broken.**

When regular and more frequent communication with particular parents is required, a contact book may be issued to communicate the behaviour to parents on a daily basis. If the behaviour of a pupil remains unacceptable an Individual Behaviour Plan will be created and individual behaviour targets will be set.

Pupils have the right to expect fair and consistently applied sanctions for inappropriate behaviour and which make a clear distinction between serious and minor infringements. An appropriate sanction is one which is designed to put matters right and encourage better behaviour.

### **More serious behaviours**

Awbridge school adopts a Zero Tolerance attitude to some behaviours. These include:

Swearing;

Physical aggression (even in retaliation);

Wilful damage to property;

The use of racial and or verbal comments in a deliberately negative way.

In these instances children will move immediately to step 3, subject to investigation.

### **Significant Children**

At Awbridge School we recognise that for some 'significant' children the behaviour policy needs to be adjusted and 'tailored'. These children, in our experience, might include LAC, those with diagnosed SEN (EBD, Physical), Highly anxious (emotional) individuals. These children will require individual programmes which will be agreed in conjunction with the work of other agencies.

### **Staff Behaviour**

As adults working with children we recognise that we have to;

- 'de-personalise' the child's behaviour
- Separate the behaviour from the child
- Accept apologies and MOVE ON (everyone makes mistakes)
- Show empathy and insight (we are the grown-ups!)
- Not be judgemental

### **Parents:**

At Awbridge School we aim to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

### **CONFIDENTIALITY STATEMENT: (See also Confidentiality Policy)**

All pupils, parents, carers and staff must be aware that staff cannot offer pupils unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue.

Pupils must be reassured that their best interests will be maintained.

If a member of staff believes that a pupil may be at risk of harm they should seek advice from the DSL (designated Child Protection Officer).

**Any action taken with a child and meetings with parents are always kept confidential and are never discussed with parents of other children.**

### **Monitoring:**

The HoS monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy and if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour