



**Abacus Primary School**

# Behaviour Policy

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Written By: The Senior Management Team  
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By: FGB  
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## **Introduction**

Abacus Primary School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and Carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging children to take responsibility for their own behaviour.
- Explaining unacceptable behaviour.

## **Approach to behaviour**

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable sanctions for unacceptable behaviour.

We aim to focus on encouraging POSITIVE LEARNING BEHAVIOUR. We believe praise is the most powerful form of influencing children's behaviour.

In normal circumstances, the control and discipline of the children is the responsibility of the teacher supervising the class, playground, assembly etc.

Cases of unacceptable work and inappropriate behaviour should be dealt with by the teacher present at the time it occurs.

More serious issues will be dealt with by Senior Management, Assistant Headteacher or the Headteacher.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

There may be times when parents do not agree with the chosen consequence. In such cases, while the school will be willing to discuss the matter, we hope that parents will nonetheless support the school's decision.

### **Home/school Partnerships**

The school works collaboratively with parents, so pupils receive consistent messages about making positive choices in managing their behaviour at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour. If a parent is contacted to attend a meeting around their child's behaviour, it is expected that parents will attend and take a full part in the conference.

If the school has to use reasonable sanctions in order to deal with an incident of unwanted behaviour we respectfully request that parents support the actions of the school, this is particularly important when discussions including your child are had so that mixed messages are not received.

If parents have any concern about the way that their child has been sanctioned, they should initially contact the Class Teacher. We ask that these queries be raised without your child present for the reasons stated above. If this contact does not resolve the issue, parents are invited to make direct contact with the Assistant Headteacher or Headteacher.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Establishing an effective partnership**

Parents or carers are often only contacted when there is a problem at school and this can cause pupils to think that their parents only come in when they are in trouble. We aim to communicate with you for positive reasons and to celebrate your children's

achievements. A real partnership not only avoids this negative perception; it also establishes a positive relationship between school and parents or carers that helps to bolster a child's confidence.

### **Class rules**

All classes will have their class rules displayed in their classroom, along with their class charter.

Good behaviour and positive attitudes toward learning should be rewarded at every opportunity. Rewards may include the following:

- House points
- Stickers
- Children who produce good work can be sent to the Head of School or Assistant Head Teacher.
- Verbal Praise.
- Text sent to parents.
- Children share work with subject leaders.
- Star of the Week Award
- Headteacher's Award
- Whole class choosing time

(The above list is an example of some of the rewards and recognitions which we use as a school. There may be times when individual classes introduce different behaviour/reward systems throughout the school year, dependence upon the needs of individual classes)

### **Stages**

- The school uses a staged approach to behaviour with consequences for their behaviour. This also includes recognizing good behaviour. This supports children to know and understand the repercussions of bad behaviour choices and their rewards for good attitudes and learning behaviours.
- Stage 1 is a warning or time in class to complete homework or talk things through with an adult.
- Stage 2 may involve a phone call to parents or a missed playtime or other sanctions dependent upon the action or behaviour

- Stage 3 will result in time spent with a member of the Senior Management Team and parents informed.
- Stage 4 involves detailed discussions with parents and a follow up and the involvement of other agencies, which could result in Internal or External exclusion.

Action	Consequence
Good sitting and listening Showing respect to all adults Treating school property with respect Being polite to visitors Following school rules and class charters Being a good role model Being kind and a good friend to others	House points Dojos Star of the day 'Caught you being good voucher' Lunchtime raffle ticket Individual praise Text sent to parents Postcard sent home
Not completing homework on time	Complete homework in class during break/lunchtime
Disrespecting a member of staff	Removal of football/astro ticket and stand next to an adult on the playground for 5 mins
Rough play	Stand next to an adult on the playground for 15 mins
	Stand next to an adult on the playground for the whole lunchtime
Throwing food	Isolated lunch
Throwing objects in	Time with a member of the Senior

Time will increase if behaviour is not improved

anger/destruction of school property Using offensive language Hitting/punching/kicking/spitting/biting	Management Team. parents to be informed (text or phone call)
Throwing objects to intentionally cause harm	Internal exclusion
Physically harming a member of staff	External exclusion

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the schools reserve the right to discipline behaviour which occurs beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school including on social media
- Posing a threat to another pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the schools including on social media.

In the incidences above, the Headteacher or Assistant Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **SENCO involvement**

At any stage, the class teacher, Senior Manager or Headteacher can refer a child to our SENCo, where support from outside agencies may be required.

### **Out of School Behaviour**

Abacus Primary School is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- 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.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action - Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges or fixed term or internal exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being a member of one of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

### **Incident Reports**

An incident report should be completed by staff whenever an incident of particularly inappropriate behaviour occurs in school. Blank copies of incident reports are available in the school office and should be handed to the Headteacher or Assistant Headteacher as soon as possible. Incident reports are logged and filed locally. Pink 'Concern' forms are also available from the school office and should be completed if you have any concerns regarding Safeguarding. These are immediately monitored by the Designated Safeguarding Lead.

### **Bullying/Harassment**

The school defines bullying as the following:

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

At all times, the social and emotional needs of any victim of bullying are given a high priority. Support may include time with our Learning Mentor (Mrs Mugford), Mrs Lewis, our SENCO or support from our school counsellor.

### **Cyber-bullying**

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber bullying prevention strategies are addressed within the curriculum, for example through citizenship and PSHCE. Internet safety is also taught throughout the computing and the ICT curriculum.

### **Lunchtime Behaviour**

- Mid-day Assistants are responsible for managing the behaviour of pupils at lunchtimes, following the guidelines set down in the school's Behaviour Policy.
- Mrs Lewis, our Assistant Headteacher leads our Midday Assistant Team.
- Positive behaviour is rewarded by praise, stickers and raffle tickets.
- Incidents of inappropriate behaviour are reported to a member of Senior Management and an incident slip is completed. In the case of a very serious incident, a member of the senior leadership team should be immediately informed.

### **Monitoring and Evaluation**

The Behaviour Policy will be monitored constantly and reviewed formally every two years. Pupils, parents, staff and governors will be asked for their input during monitoring and review.