



## **Abbey Hey Academy Behaviour Policy**

At Abbey Hey Academy, our aim is to promote a positive school climate where learning is at the heart of all we do based on a sense of community, mutual respect and shared values.

Children are taught and encouraged to make positive relationships whilst taking responsibility for their own learning and behaviour in order to develop self-esteem, self-discipline, independence and a shared sense of ownership and pride in our school. We have the highest expectations for all our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that no children are the same and that in some instances; our expectations for behaviour may have to be differentiated to meet individual needs. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this should it become apparent.

We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions. We do not believe in shouting at children as this leads to humiliation and embarrassment. Children at Abbey Hey Academy will be treated with kindness, love and respect at all times and will know that mistakes with behaviour can always be repaired and overcome.

We believe that promoting good behaviour throughout the school is the shared responsibility of staff, children, parents and governors and requires us all to ensure that:-

- Children understand what kind of behaviour is acceptable and the reasons why some behaviours are not acceptable.
- The environment is attractive, welcoming and reflects the involvement and participation of the children and their families.
- Parental co-operation is recognised and their support in the area of behaviour management is encouraged and valued.
- Children are given the opportunity to explore their own attitudes, values and behaviour and take increasing responsibility for themselves.
- We provide good role models showing consideration and respect for each other, for children and their families.
- Any unacceptable behaviour is dealt with promptly and consistently in accordance with this policy.
- Children are given opportunities to build on their self-esteem and confidence and are not threatened by a sense of failure.
- All children are able to learn in a safe, calm, non-threatening environment which allows them to be the best that they can be.

### **Morning Meeting**

Each morning, all children will take part in a Brain Smart Start. This will involve:

- An activity to **unite** the class
- A **breathing** exercise to focus the children and eliminate stress.



- An activity to **connect** with each other.
- A circle time which involves '**Wish Well**' where children can share worries about people special to them that everyone then wishes well and '**Celebrations**' where children can share events that have happened to themselves or people that are special to them.

### Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Teachers and parents can freely communicate using the Class Dojo app'. Contact should first and foremost emphasise positives and celebrate a child's successes in order to build effective relationships and connections between school and home. In cases where detailed and regular communication is required, the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

### School Expectations

- |                                 |   |
|---------------------------------|---|
| - Do your best                  | - Show respect                            |
| - Behave in a safe way          | - Be in the right place at the right time |
| - Handle emotions appropriately | - Communicate in a friendly way           |
| - Cooperate with others         |   |

Few school rules exist but those that do are concerned with the safety and well-being of all. Children are expected to behave in a reasonable way, both to themselves and others, showing consideration, courtesy and respect at all times.

### **Bullying, violent or aggressive behaviour is not acceptable at Abbey Hey Academy.**

#### Positive Behaviour

Abbey Hey Academy takes steps to acknowledge positive behaviour choices, Children will receive positive recognition from staff when they are doing the right thing – the behaviour will be described and the reason why it is positive and / or helpful. Essentially, we say what we see...

For example: '*Child's name, you did your best in Maths today and although you found some parts tricky, you got there in the end. Good for you!*'

Or:

*'Child's name, you picked up the coats that were on the floor; that was helpful as no one will now trip over them and our school looks smart.*

We believe in encouraging children to do their personal best and to work towards continuous improvement. Such improvement is always recognised, regardless of that child's performance in relation to his/her peers. Clear verbal and non-verbal praise gives immediate feedback to children and publically acknowledges the positive choices they are making.

#### Dojo Points

Each child is a member of a school House. Each House represents a value that we as a school expect our children to demonstrate. If a staff member notices a child demonstrating one of our



core values, they may reward the child with a Dojo Point. Points are collected each week by the Year 6 House Captains and totalled.

At the end of each half term, the house with the most Dojo Points will be rewarded with a non-uniform day.

The House with the greatest amount of points at the end of the school year will be invited to take part in an out of school trip which children in the House will vote on.

Parents will be able to track the number of points their child has been awarded and the reason they were given using the free online app on either their Smart Phone or home computer.

Abbey Hey Academy's school Houses are: Confidence, Respect, Creativity, Enthusiasm and Determination.

### **Star of the Week Assemblies**

Each week, two children from each class are chosen to be our 'Stars of the Week'. Parents are invited to the assembly where details of a child's good work and positive behaviour choices are shared and celebrated. Children's names will be displayed on the school website.

### **Principal's Letter**

At the end of each half term, one child per class will be chosen by the Principal to receive a letter and the Principal's Award. The award will be given to children consistently demonstrating the school's behaviour expectations and for being an excellent role model and ambassador for our school.

### **Whole Class Recognition**

Every time a class has reached 2500 Dojo Points, they will receive a pre-agreed reward with their class teacher which will take place on the Friday of the week the total was achieved.

### **Informal Conversations with Parents**

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by sending Dojo messages and chatting informally at the start and end of the day and at parent consultant meetings each term.

### **For children who do not follow the school Behaviour Expectations, the following procedures will be followed:**

From time to time it is inevitable that some children do not make positive choices about their behaviour; at this point, the language we use is crucial.

#### **1. Behaviour reminder**

Say the child's name and repeat the expectation clearly. The desired behaviour is always described, rather than the undesirable behaviour being demonstrated.

E.g. *Child's name*, put your pencil in the pot, rather than *Child's name*, don't throw pencils at people.

#### **2. Two positive choices are given.**

E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated, in a calm tone, until the child chooses one of the two options.



### **3. Give a choice and a consequence**

If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given.

E.g. *Child's name*, you have a choice; you may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at break time.

### **4. Incident recorded in behaviour log and consequence actioned**

If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken recorded in the child's behaviour log.

### **5. Children who are disrupting the learning of others.**

The above steps should be followed initially however; the class teacher may decide that the child needs to be removed from the class to enable other children to learn. If this happens, the incident should be recorded in the class behaviour log.

Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought.

***Consequences should never embarrass a child or seek to humiliate them in front of their peers.***

### **6. Procedures for serious incidents**

Incidents which are considered to be of a more serious nature will be referred directly to team leaders, such as acts of excessive aggression towards another child or a member of staff. Team leaders will investigate the incident and will decide on appropriate actions. They may inform the Senior Vice Principal or Principal, depending on the severity of the incident that has taken place.

Where there has been an act of aggression towards another child or member of staff, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. The incident will be logged both in the behaviour log and on CPoms. For incidents of this nature, internal isolation or an exclusion may be considered with either the Senior Vice Principal or Principal.

#### **Home School Book**

For some children, it may be appropriate for class teachers and parents to have more frequent discussions regarding a child's behaviour. In this instance, a Home-School book may be considered.

It is very important for the child's self-esteem that the Home-School Book does not become a daily crime sheet; used successfully, it should be used as a two-way dialogue between home and school that celebrates successes as well as acknowledging things have not gone as well as they might have.

#### **Safe Place**

All classrooms have a Safe Place. This is a place where children can go independently at times when they feel stressed or upset. Children are not sent to the Safe Place and it is not a consequence for poor behaviour choices.



### **The Nurture Room**

For some children, spending the whole day in class may be too much for them to cope with and be successful. The Senco, along with the class teacher, parents and other Senior Leaders will carefully analyse trigger points for such children and devise personalised learning plans for them which may involve them spending time away from class or the playground with an experienced member of staff. This would be in no way be seen as a punishment for unacceptable behaviour, merely a way of meeting individual needs.

The child would be expected to complete the learning set by the class teacher but would take part in therapeutic interventions that would help the child manage and regulate their behaviour.

### **CPoms**

School records all Safeguarding and serious incidents, including race, hate or bullying incidents on CPoms. Serious incidents that have required staff to positively handle a child will also be added to CPoms, with specific details. Behaviour incidents that are not considered to be of a serious nature will be recorded in the class behaviour log. When the child reaches the end of a step in the Behaviour Log, this will be recorded on CPoms.

### **Reaching the End of a Step on the Behaviour Log**

When a child reaches the end of Step One or Step Two they will be invited to attend a Behaviour Panel Meeting. The Behaviour Panel is led by elected children from Years 2 and 6. The EYFS and KS1 Behaviour panel will consist of Year 2 Pupils, Key Stage 2 Behaviour Panels will consist of Year 6 Pupils.

During the meeting, their behaviours will be reviewed and targets will be agreed. The child will then attend the Behaviour Panel again in 2 weeks. If the targets are met, the child will return to the beginning of Step One. If targets are not met, the child will continue on Step Two. If targets are not met after a Behaviour Panel for Step Two, the child's parents will be invited to meet with the Senior Vice Principal, Class Teacher and SENCO at the end of Step Three.

If the child progresses to the end of Step Four, parents will be invited in to meet with the Principal, Class Teacher and SENCO. In the rare instance that a child progresses to the end of Step Five, the Senior Leadership Team will meet and review all options, considering a change of setting or permanent exclusion. A multi-agency meeting with a representation from the governing body will be called if a permanent exclusion is agreed. Parents will be informed of the outcome.

### **Lunchtimes**

Children are expected to follow the same behaviour expectations at lunchtime that they do for the rest of the school day. Lunchtime staff will follow the same procedures for managing children's behaviour. If an incident needs to be recorded in the behaviour log, the lunchtime organiser will communicate the incident to the class teacher. Who will then complete the log.

*This policy should also be read in conjunction with our Equal Opportunities/Race Equality Policy.*