



Athersley South Primary School

Behaviour Policy

(September 2024)



..... September 2024
Signed - Head Teacher

..... September 2024
Signed - Chair of Governors

Behaviour Policy Aims

At Athersley South Primary School it is our overall aim to encourage self-discipline, positive behaviour and mutual respect for all. Successfully working towards these goals will enable us to build a school where children, staff and parents have respect for each other and the environment in which they work.

Our policies, strategies and guidance aim to establish a positive ethos and promote effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective use of our behaviour-management strategies
- Consistent use of our reward strategy which recognises, teaches, rewards and celebrates positive behaviour
- Consistent application of the school rules and sanctions that address poor conduct.

The Governors, Head Teacher and Leadership Team work with all staff in school to develop and review disciplinary measures. Respect has to be given in order to be received. Parents and carers, pupils and teachers all need to operate in a culture of mutual regard. That said, **‘Children have a right to learn’**. Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place, preventative action is the most effective, but where this fails, our policy will have clear, firm and intelligent strategies in place to help pupils manage their behaviour. Our Home School Agreement (found in the Appendix) identifies the expectations of School, Parents and Carers in establishing and maintaining high levels of behaviour.

Positive Behaviour Strategy

This is an outline of positive behaviour systems in our school. Simplicity and common purpose are key to its success as is the common language that surrounds this. This is also effective for our sanctions.

The General Roles of Teaching and Non-Teaching Staff in Supporting and Encouraging Positive Behaviour

Having high expectations of every child and a consistent approach is essential to the success of our behaviour management systems.

- For safety reasons children must be escorted from the building at break, lunchtime and home time. No child must be left unsupervised unless they are in the category of Trusted Children.
- Staff should be on the corridors on a morning to welcome the children, at break and lunchtimes as above and at home time to ensure the children leave the building safely.
- Children are expected to follow the corridor code ‘smart, silent, sensible’ when moving around school.
- Staff must be punctual arriving on the yard when on duty, when collecting classes from the yard and from assembly. If you expect to be delayed then arrangements must be made with a colleague to ‘cover’ your class. This is essential to maximise learning time.
- LSA’s on playground duty should leave their classrooms 5 minutes before break starts and be on the corridor and playground to receive the children.
- Senior staff to be responsible for children sent to the Thinking Room.
- All senior members of staff to be available, if necessary, at lunchtime to support SMSA’s.

The Roles of ‘Trusted Children’

It is important to encourage all children to play their part in ensuring a positive, happy atmosphere in school. Giving children in each class responsibilities can promote this as can giving older children the opportunity to volunteer as:

- Monitors - named children who can support teachers and SMSA's on indoor duty monitoring corridors, cloakrooms, toilets, filling water jugs at lunchtime in the dining room etc and offering support to children who need it.
- Office Helpers - named children who support office staff with delivery of mail/other items
- Young Leaders – Trained Y6 children who have completed the Young Leaders programme and who support children playing games on the playground.

School Rewards - The 5 R's and The 5 G's

Resilience – we know that learning/playing are sometimes hard, but we are resilient and we stick at it.

Five ways to promote resilience

1. Give team activities with no “correct” answer, such as building structures to fulfil set criteria.
2. Create “have a go” sessions and model “having a go” yourself.
3. Organise outside speakers to talk of the necessity of resilience in their work/field.
4. Set challenges based on improvements, not overall scores and draw attention to the improvements.
5. Explore the idea of failure and show children alternative ways of managing it.

Responsibility – We are responsible for our classroom, school, our learning and one another.

Five ways to promote responsibility

1. Ask the children to consider “what if?” questions
2. Do exercises that involve considering the outcomes of various scenarios.
3. Involving children in writing the week's “to do” list.
4. Distribute the responsibility roles – furniture monitor, book monitor etc – throughout the class. Change the people at agreed times – give all a chance to be responsible.
5. Set up a buddy system and give paired assignments.

Resourcefulness – We are resourceful and make good choices about ourselves and about our work.

Five ways to promote resourcefulness

1. Set tasks where children have to think of lots and lots of really good questions.
2. Play “test the teacher”, test each other and test yourself.
3. Set homework assignments that necessitate asking other people questions.
4. Volunteer your class to organise an aspect of a school function.
5. Set assignments that involve teaching or producing resources for younger children

Reasoning – We reason things through carefully and check our thinking as we go.

Five ways to promote reasoning

1. Give challenges such as “Write three facts about x, now find out one more for homework.
2. Explain your own reasoning when you describe everyday experiences.
3. Get the children to talk/mindmap themselves through solutions to problems.
4. Use problem solving templates in and around class – put the templates on large posters and use them to scaffold class activity
5. Encourage participation in games of scrabble, chess, computer games? that develop social, sustained concentration.

Risk Taking

Five ways to promote Healthy Risk Taking

1. Be aware of risks
2. Learn to understand your risks?
3. Create action plans and steps to make the risk smaller?
4. Determining the worst consequence and could I handle this consequence?
5. What would be the best possible consequence? Could I handle this?

Good Sitting on the Carpet/Chair

- Bottom on the carpet/chair
- Face the front
- Cross your legs if possible/Keep all chair legs on the floor
- Put your hands in your lap

Good Listening

- Keep your hands still
- Look at the speaker
- Hear what is said
- Think about it

Good Looking

- Have nothing in your hands
- Keep your hands and feet still
- Look into the speaker's eyes
- Keep your eyes on the speaker

Good Asking

- Practise the question in your mind
- Look at the other person
- Wait for quiet
- Speak slowly and clearly

Good Answering

- Listen carefully to the question
- Practise your answer in your head
- Think again if it is a good answer
- Put your hand up and wait quietly as you practise your answer in your head
- Speak slowly and clearly when you are asked to
- Wait for an answer

Ways of Rewarding Positive Behaviour and Attitudes

- Oral praise from **all** adults in school.
- Positive written comments on work in line with school policy - praising achievements and setting SMART targets.
- Success Stones

Success Stones for Achievement and Effort

Success Stones are our whole school reward system. Every child in FS2, KS1 and KS2 is in one of four teams – Eagles, Hawks, Falcons or Vultures. These team names originated from a whole school competition. Family members are placed in the same team and children stay in the same team throughout their time at our school to build and foster the team identity.

Teams have a captain from Y6 decided after an application process. Teams meet on an agreed basis and will compete together in sports events, competitions and various challenges throughout the school year.

All staff have the power to award success stones for positive behaviours, achievement and effort. If a child evidences the agreed behaviours from the 5Rs or the 5Gs they can get a success stone. Children will not get these success stones for complying once or twice – they need other encouragement to conform in the short term. Success stones, once awarded, are placed in a class jar. Once awarded, they cannot be removed.

Blanket giving success stones to a whole class is not permitted – teachers should find other means of rewarding whole class endeavour/achievement.

Examples of good learning are shown to the Headteacher/Deputy Headteacher and other staff, and where appropriate, displayed in the Head's office and/or on the school website on our Praise Page. Where the example is writing, a copy will be added to the @Writing Stars' display in the entrance.

Lunchtimes

It is vital that lunchtime is seen to be no different from the rest of the school day and that our SMSA's are valued as important members of the staff team. Two-way communication between teaching staff and SMSA's is therefore crucial to ensure we achieve this.

Lunchtime and playtime behaviours are rewarded using the same system of success stones by staff on duty. SMSA's to be encouraged to award stickers to children displaying positive / caring behaviour etc.

Clear plans must be in place to manage the children during indoor lunchtimes. Using Peer Supporters and Trusted Helpers is to be encouraged.

Lunchtime ends when the bell rings. A staff member rings the bell and children stand still. The staff member then rings the bell a second time and the children line up in the appropriate place, in a single line, quietly.

Learner of the Week

Celebration Assembly is Friday. These assemblies are to be a celebration of the talent and qualities of all and include spiritual and moral guidance. Teachers should try to ensure that this is fairly distributed throughout the year, with every child's positive behaviour recognised. Mrs Sanderson writes certificates for each recipient with a reason for the award. Children to be chosen are recorded on an electronic document in Teacher Shared. Attention should be given to the 5Gs and/or 5Rs.

Photographs of the children appear on our website on the Praise Page. Learners of the Week are also invited to dine on the 'Top Table' in the dining room with a senior member of staff. The children who are already in the dining room welcome the Top Table children in for lunch with a round of applause or a silent cheer.

Class of the Week Trophy is awarded each week to two classes, one from FS2/KS1 and one KS2 in recognition of the quality of their learning, behaviour and overall attitude in the classroom and around school. A photograph is posted on the website and the class receives a £5 'reward' that can be spent or 'banked' for later in the year.

Each half term children will be chosen to display excellent examples of work on the school corridors and on the celebration of Writing boards. Mathematicians using TT Rockstars are also recognised on the maths display in the entrance.

Stickers, certificates, positions of responsibility and verbal praise are part of our good practice. Success Stone trips and treats- the children who are in the winning team at the end of the term are invited to participate in and enjoy a Success Stone 'Trip' or 'Treat'.

SANCTIONS

It is vital that the child understands why they are being punished – arbitrary sanctions breed resentment and, in the long run, exacerbate the problem. Consistency is vital. Once the sanction has been applied the teacher should always seek to restore the relationship – punishment is the price which, when paid, allows the child to start afresh.

In Class

If a child is not following the school rules, then implement the 'Steps to better behaviour':

- First 'Statement of reality – describe the behaviour'
- Next 'Language of choice – if you continue then you will...'
- If they still make the wrong choice, children will move their name on their individual behaviour traffic light system (where used)
- Children who continue to display these behaviours and who do not respond to reminders may move to a parallel class for a fixed period of time (timeout) The child should take a timer to the parallel class (where necessary, LSA/Team teach trained staff to take them)
- If they continue to display these behaviours, or display one of the behaviours outlined below the child will be removed from the class for the remainder of the session, dependent upon the specifics of the situation.
- Children to attend inclusion (Thinking Room/Head's office at break/lunch time)

Children may bypass the behaviour progression if they:

- Physically assault a child or adult including deliberate pushing - may also be excluded (fixed term)
- Are involved in any form of child-on-child abuse
- Lie – dependent upon content and context
- Swear – dependent upon content and context
- Are caught in a group hurting, intimidating or using threatening behaviour
- Call someone an offensive name including racism or homophobia
- Steal
- Deliberately damage property
- Behave dangerously, including leaving a room without permission - this may also result in them being excluded (fixed term)

Lunchtime

SMSA's should be informed by class teachers of problems that have occurred during the morning with individual children if it is considered this could impact on lunchtime. If a child is being kept in at lunchtime it is the responsibility of the senior member of staff concerned to inform SMSA's.

SMSA's to keep class teachers informed re. misbehaviour incidents through the lunchtime.

Bullying/Homophobic/Racist incidents must be clearly marked on form with detail to record on CPOMS, including victims/bystanders names. Parents will be immediately informed. Senior Staff will meet parents/carers to discuss next steps. Regarding bullying, threatening behaviour, harassment, violence or intimidation, see our anti bullying policy.

The Role of the Pupil Learning Mentor

The Pupil Learning Mentor is a distinctive role supporting children with a wide variety of needs throughout school. The post holder is available to work with children either individually or in groups on a regular basis or when issues arise, and will also be on the playground at break times and lunch times to further support children. An important element of this role is liaison with others in school, class teachers and Leaders of Learning and also involving parents/carers as appropriate. The post holder will provide regular updates of children and groups being worked with to keep senior staff informed. This is overseen by the Headteacher.

ESCALATION KS1 & 2

N.B. All unacceptable behaviour is recorded across school and this history is recorded on CPOMS (see Appendix for information on how to do this) by class teachers and conversations with Parents/Carers noted. This escalation is outlined below as a guide.

| | |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 TR | Your child will miss their next playtime. |
| 2 TR | Your child will miss their next playtime. |
| 3 TR | Your child's teacher will call you to discuss your child's behaviour and current strategies and identify next steps. Another missed playtime will be imposed. |
| 4 TR | Your child will miss their playtime and a lunchtime. |
| 5 TR | Your child will miss their playtime and a lunchtime. |
| 6 TR | You will be invited to see the teacher and Year Group Leader to review action already taken and identify and discuss. Your child will have access to clubs frozen for a week. A behaviour book may be issued (dependant on context) and clear strategies to support improvement will be identified and agreed by all parties |
| 7 TR | Your child will miss their playtime and a lunchtime. Your child will have access to clubs frozen for a week. |
| 8 TR | Your child will miss their playtime and a lunchtime. Your child will have access to clubs frozen for a week and if a trip/visit is planned, consideration will be given as to whether your child can attend. |
| 9 TR | The Deputy Head or SENDCo and class teacher will meet parents/carers to discuss next steps to improve behaviour – a missed playtime and a lunchtime inclusion will be given, with access to clubs frozen. |
| 10 TR | Your child will miss their playtime and a lunchtime. Your child will have access to clubs frozen for 2 weeks and if a trip/visit is planned, consideration will be given as to whether your child can attend. |
| 11 TR | Your child will miss 2 playtimes and 2 lunchtimes. Your child will have access to clubs frozen for 2 weeks and if a trip/visit is planned, consideration will be given as to whether your child can attend. |
| 12 TR | The Head teacher and class teacher will meet with parents/carers to review behaviour. A behaviour book may be issued (dependant on context) and clear strategies to support improvement will be identified and agreed by all parties. A period of isolation may follow. |
| 13 TR | Your child will miss 2 playtimes and 2 lunchtimes. Access to clubs will be frozen for 2 weeks and if a trip/visit is planned, consideration will be given as to whether your child can attend. |
| 14 TR | The Head teacher will meet with Parents/Carers, class teacher and SENCo to put together a behaviour plan. Consideration will be given to outside agency consultation. Your child will be given a period of inclusion or a fixed term exclusion may be implemented. |
| 15 TR | The Head teacher will meet with parents/carers, class teacher and SENCo to review behaviour plan. Outside agency or external advice to be sourced. Your child will miss 2 playtimes, 2 lunchtimes and have their access to a club removed for a half term. |

**Reasonable adjustment will be made for children who are on the SEND register.

FS Behaviour

FOUNDATION STAGE SERIOUS CONSEQUENCE Head Informed, Parents Meet with Miss Pell, EYFS Leader

Searches for Prohibited Items

Searching without consent can be carried out for prohibited items within the parameters of the guidelines. 'Prohibited items' are defined in the Education Act 1996 and School Regulations 2012 as:

1. Knives or weapons, alcohol, illegal drugs and stolen items
2. Tobacco, cigarette papers, electronic cigarettes (vapes), fireworks and pornographic images
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property
4. Items banned by the school which may be searched for:
 - Mobile phones and devices or any internet ready device
 - Cigarettes. Including e-cigs (vapes) and any inappropriate images
 - Sweets and drinks (not including drinks in packed lunches)
 - General search of trays, bags and coats to prevent stolen goods leaving premises
 - Money not for payment of school trips etc.
 - Toys

Social Media - Allegations - Slander and Libel - Threatening Behaviour

Where children or parents/carers make malicious allegations, insult and slander or libel the school or individuals, staff in school (once clear evidence is available) will consult the Trust Legal Team to determine further action. This includes malicious and upsetting Facebook/Social Media posts. Where the child or parent/carer refuses to remove/withdraw comments the school will pursue the matter legally and consider if the relationship is broken and whether they can continue to provide an education for the child/children in question. See also Ofsted advice re. behaviour.

APPENDIX

HOME SCHOOL AGREEMENT

School Promise

We will value each child as an individual

We will provide a challenging, happy, safe environment

We will provide a rich broad curriculum

We will set challenging targets to ensure all children meet their potential

We will teach and encourage good learning and social behaviour

We will keep parents/carers informed at all stages of their child's school journey

We will seek and value the views of parents/carers

We will provide regular newsletters and bulletins about curriculum and other school matters

Home Promise

We will value our child's education and support the school

We will ensure our child is punctual, has good attendance, is wearing school uniform and brings their PE kit on the correct days

We will collect our child on time and inform school immediately of any delay

We will support our child's learning at home by hearing them read regularly and ensure they complete homework

We will attend parent/carer evenings and other important school meetings

We will read and respond to all school letters

We will expect good behaviour and support the school behaviour policy if sanctions are imposed

We will inform school of any changes to our home lives i.e. address/ contact details

We will inform school on the same day of any illness or absence

We will endeavour not to take children out of school for holidays during term time

Pupil Promise

I will work hard to follow the 5Gs and the 5Rs (see reverse)

I will take pride in myself and my work

I will be responsible for myself and my actions

I will respect people and their property and keep safe hand and feet

I will be a good ambassador for the school at home and away

Thinking Room Slip

| Behaviour | Location | Time |
|------------------|-----------------|-------------|
|------------------|-----------------|-------------|

| | | | | | |
|---------------------------------|--|--------------|--|-------------------|--|
| Assault pupil | | Classroom | | Registration | |
| Assault staff | | Corridor | | First session | |
| Bullying | | Hall | | Break | |
| Damaging property | | Playground | | Second session | |
| Disruptive behaviour | | Field | | Lunch time | |
| Fighting | | Toilets | | Afternoon session | |
| Insolence | | Art Room | | After school club | |
| Swearing/inappropriate language | | Spanish Room | | | |
| Defiance | | | | | |
| Talking in assembly | | | | | |
| Talking in class | | | | | |
| Not following instructions | | | | | |
| Other: | | | | | |
| Brief Reason: | | | | | |
| | | | | | |

To return to class teacher

| | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Name: | |
| Has attended the thinking room today due to the reasons outlined above. | |
| This is their time in the Thinking Room this year and you need to take the following actions: | |
| | 1. Ensure that they attend the correct number of Thinking Room / inclusion sessions relating to this number of behavioural incidents. |
| | 2. Ensure that they attend the correct number of Thinking Room / inclusion sessions relating to this number of behavioural incidents. |
| | 3. Call parents to discuss behaviour and explain current strategies being used and future sanctions. |
| | 4. Playtime AND lunchtime missed. |
| | 5. Playtime AND lunchtime missed. |
| | 6. Arrange a meeting with parents/carers and Phase Lead. Consider behaviour book. |
| | 7. Playtime and lunchtime missed. Access to clubs suspended for 1 week. |
| | 8. Playtime and lunchtime missed. Clubs suspended and may miss a trip. |
| | 9. Arrange a meeting with parents/carers and the DHT or Sendco. |
| | 10. Playtime and lunchtime missed. Clubs suspended and may miss a trip. |
| | 11. 2 Playtimes and 2 lunchtimes missed. Clubs suspended for 2 weeks and may miss a trip. |
| | 12. Arrange a meeting with parents and the Head Teacher. |
| | 13. 2 Playtimes and 2 lunchtimes missed. Clubs suspended for 2 weeks and may miss a trip. |
| | 14. Meeting with Parents/Carers, Teacher, Sendco and HT to formulate behaviour plan. Outside agency involvement considered. |
| | 15. Meeting with Parents/Carers, class teacher and SENCo to review plan. External advice sourced. |

Adding behaviour information about individual children to CPOMS

1. Double click on the CPOMS icon on the desktop.
2. Enter your username and password – click Login
3. Click ‘Login without Two Factor Authentication’
4. Click ‘Add Incident’ which brings up an incident record sheet. Begin typing the child’s name who you are logging an incident about and click on their name.
5. Record details of the incident in the ‘Incident’ box. Click on the relevant category e.g. ‘behaviour’ and ‘Parental Communication’. If a child is CIN, CP or has an EHA, these category boxes should also be ticked.
6. Where appropriate type in the names of ‘linked students’, this may be family members or another child/children involved in the incident (the incident does not then need to be recorded more than one as it will appear on the timeline of any child who has been logged)
7. If there are any injuries as a result of the incident these should be recorded on the body map.
8. The date and time should be identified. Remember to put the time of the incident otherwise it will default to the time that the incident was recorded. This can cause confusion later on the time line.
9. The necessary staff members should be alerted via the ‘Alert Staff Members’ tab.
10. Where appropriate, agencies involved with the child should also be ‘tagged’ via the ‘Select Agencies’ icon. When clicked, a drop down box showing a range of agencies that may need to be tagged.
11. Finally, click ‘Add Incident’. This will log the incident and alert the necessary staff members.
12. If there is any further information to add to the incident after the point at which it is recorded e.g. the outcome of a meeting with a parent, a discussion with the SENDCO, a colleague or agency is involved in some way, return to the incident and click ‘Add Action’, completing the form in the same way as detailed above.

Please enter details of incidents of unacceptable behaviour as soon as possible after the event, ensuring factual accuracy and no ambiguity. Please be aware that these details will be seen by colleagues and potentially used by senior staff when discussing concerns with parents/carers. They could also be submitted to court in the future as part of any proceedings involving the child.