

# The Abbey School Behaviour Policy

Date: April 2019

Responsibility: Senior Teacher/ Behaviour Lead

Approved by Governors:

Review: April 2022

## Introduction

The Abbey School Vision Statement is:

**‘Supporting each and every pupil to be the best that they can be and enabling them to become valuable members of society.**

Within our school we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour by promoting high standards of positive behaviours at all times.

We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement, ensuring that all adults and children treat each other with mutual respect and consideration.

## Principles

Our objectives include enabling our students to:

- Develop the social interaction skills to use in a range of places and situations
- Communicate their ideas, observations and feelings to the best of their ability and enjoy interaction with others.
- Learn a range of techniques and methods to express their ideas, feelings or observations in a positive or acceptable way.
- Develop enthusiasm and enjoyment for learning, developing ideas and value those of others.
- Develop skills in planning, evaluating and reviewing their own behaviours.
- Develop their interest and knowledge about the way of life and cultures of other countries.
- Develop attitudes which help personal and social development and positive attitudes to the ideas of other people, the environment and themselves.
- Develop an understanding of cause and effect

## Implementation

We believe that good behaviour is the responsibility of all school stake holders and that each of them has a responsibility towards achieving this aim.

Staff	Students	Parents
To model good behaviour at all times	To respect, support and care for each other.	To understand their role in promoting good behaviour at school.
To have high expectations of student behaviour.	To listen to others and respect their opinions.	To ensure that students attend school regularly.
To be fair and consistent when implementing behaviour management strategies.	To attend school regularly.	To be supportive of staff when they are implementing behaviour management strategies.
To support other members of staff in ensuring good behaviour is maintained.	To be tolerant of others' differences and to understand that everyone has individual needs.	To support students with their behaviour.
To promote the values of the school community.	To follow the instructions of members of staff throughout the school day.	To take an active and supportive interest in their child's work and progress.

## Behaviour Management

When managing behaviour on a day-to-day basis such as in the classroom, in corridors at break or other unstructured times, members of staff will use the following approaches.

- Quality first Teaching – Staff are expected to teach well planned and structured lessons that motivate and enthuse students to behave in a way that is conducive to learning.
- Positive encouragement for good behaviour.
- Time-out options.
- Stress busters – fiddle toys, calming music, reward strategies.
- The modelling of expected behaviour.
- Use of the School's Non-negotiables (Guidelines for good behaviour) (See Appendix 1)

## Behaviour Support Team

The role of the Behaviour Support Team is to promote good behaviour and high standards of student welfare throughout the school, by working alongside and supporting classroom staff.

The team will achieve this by:

- Talking through and discussing problems with the students.
- Using a restorative approach – everyone is encouraged to understand that their behaviour has an effect on others and as a result will have consequences. Students are given the opportunity to reflect on their behaviour and discuss what happened, how their behaviour made others feel, who was affected and what needs to happen to resolve the problem for example, to apologise.
- Implementing behaviour monitoring charts.
- Using social stories and prompts.
- Implementing 1 to 1 support in lesson.
- Using individualised timetables and rewards/sanctions.

- Liaising with the class teacher/ form tutor.
- Working together with parents.
- Undertaking 1 to 1 planned support sessions with individual student.

### **Team Around the Child (TAC) Meetings**

When a student's behaviour shows no sign of improvement and remains very challenging a TAC meeting will be called. The purpose of a TAC meeting is to discuss common behaviour types, specific behaviour management strategies for that student and to gain a consistent and measured approach to managing that particular student. All members of staff who work with the student are invited to this meeting in order to gain a holistic overview of how the student is performing behaviourally and to consider what strategies will lead to an improvement.

### **Rewards**

Alongside whole school strategies, individual classes may develop more personalised approaches for individuals to help with positive behaviours.

These may include, but are not limited to rewards such as:

- Together We Can Awards.
- Extra privileges and responsibilities
- Personalised incentives
- Student of the half-term award.
- Attendance awards
- Positive phone calls home.
- Rewards and stickers/awards/certificates.
- Head Teacher's Awards.
- Trips and visits.

### **Consequences and Sanctions**

Whilst a culture of positive reinforcement is promoted throughout the school, there are occasions when students behave in a way that incurs a sanction or consequence. Consequences are decided upon using a fair and consistent approach that considers the circumstances under which behaviour has occurred and any possible mitigation. Dependent upon the severity of the behaviour the consequences will be decided upon by the class teacher, form tutor member of the Behaviour Support Team or the Leadership Team, where appropriate.

Consequences/ sanctions may include but are not limited to:

- Verbal warning.
- Removal from class.
- Making up wasted time.
- Loss of privileges
- Referral to Leadership Team.
- Phone call/letter home.
- Referral to external agencies
- Internal exclusion.
- Fixed term exclusion.

## Anti-Bullying

Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are 4 main types:

1. **Physical** – physical contact between students
2. **Verbal** - name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
3. **Indirect** – Lying, spreading rumours; negative facial or physical gestures; mimicking unkindly or encouraging others to exclude
4. **Cyber** – online methods to be unkind or threatening

Staff are experienced in identifying changes in student behaviour that may be an indication that they are being bullied e.g not wanting to come to school, becoming withdrawn and nervous or feigning illness.

Suspected or reported incidents of bullying are dealt with immediately. This may include; interviewing students, contacting parents/ carers and restorative justice measures.

## 4. Assessment & Monitoring

Behaviour is monitored at regular intervals throughout the year in order to analyse the impact of specific behaviour management interventions.

- Daily
  - Online behaviour management and recording system
  - Daily staff briefing where students of concern are discussed
  - Home/school communication books
  - Phone calls home
- Weekly
  - Online behaviour management and recording system
  - Phone calls home
  - Staff/pupil observations
  - Leadership team meeting
- Half-termly
  - Academic attainment
  - Attendance
  - Prejudiced Related Incident Report – when a prejudiced related incident such as racist/homophobic comment is made a PRI form is completed and this will be logged against records at the local authority.
  - Half- termly analysis of Sleuth at Leadership Team Meeting
- Termly
  - Exclusion/internal exclusion figures
  - Parents evenings
  - School reports and Annual Reviews
  - Termly analysis of Sleuth at Leadership Team Meeting
  - Academic attainment

## **5. Health and Safety**

A student or students who are threatening or putting at risk the health and safety of self or others will have their behaviour addressed immediately. All interventions are recorded and reported to parents/carers either verbally or in writing. Most staff are trained in 'Positive Touch' and in the case of physical removal only staff trained in the use of Positive Options (MAPA, Management of Actual and Physical Aggression) will be used and only when working in pairs.

Where these procedures are not possible staff will evacuate all students and other adults to a place of safety, such as another room.

## **7. References**

This policy should be read in conjunction with other school policies including Learning & Teaching, Anti-Bullying, Equalities and Safe Guarding