



# Behaviour Policy

November 2019

This policy will be reviewed annually

At Anns Grove we have high expectations of behaviour and teach children to be good citizens who treat others as they would like to be treated themselves. Staff reward positive behaviour through praise and encouragement helping our children to develop self-esteem and respect for others and the environment. We welcome all parents and carers in our school recognising that we work in

partnership with them to provide the best possible school experience for their children. We invite all our parents and carers to support our school Positive Behaviour Policy, attend meetings in school to discuss their child's behaviour when invited and inform staff of any factors that might affect their child's behaviour and well-being at school.

### **Our behaviour policy has been designed to support our whole school Vision Statement:**

Anns Grove Community is committed to providing a caring, creative and stimulating learning environment in which we will:

- Aim high
- Dream big and do everything to the best of our ability
- Promote sportsmanship school spirit and pride in our school
- Develop a strong sense of identity value our community and contribute to it
- Share our cultural backgrounds and learn how to live harmoniously and prosper in our multicultural community

Because at Anns Grove

**We all shine together!**

Our Positive Behaviour Policy is based on the School Rules below which were arrived at through consultation with pupils. These are displayed clearly in each classroom and around school.

School is cool when you follow the rules.

1. **We listen to all adults and do as we are asked by staff.  
FIRST TIME EVERY TIME**
2. **We are kind, honest and polite helpful and don't hurt others with our actions and words.**
3. **We look after our school and other peoples belongings. We don't damage things**
4. **We work hard to learn and be the best we can. We don't stop ourselves or others from learning**

Positive reinforcement i.e. thumbs up, high fives, stickers and Dojos are given throughout the day as positive behaviour is shown. Children use a thinking spot to reinforce positive behaviours and this is explained to children during their first weeks in school.

In EYFS2, Stampy Dojo's are awarded to pupils. A prize is awarded when 10 Stampy Dojo's are achieved.

#### **In Key Stage 1**

Year 1 and 2 use the 'Happy, Thinking and Sad face' system to reinforce positive behaviour.

#### **In both Key Stage 1 and 2**

Children collect Dojos for showing good learning behaviours, improving their work and using their learning powers.

## **In Both KS1 and KS2**

Children are awarded 'Star of the week', 'Good citizen' certificates and Dojo team points in weekly praise assemblies.

'Free week' tuck shop passes are awarded in assembly to the children who have earned the most dojos every week.

Mascots, 'Twinkle', 'Thor' and Rosie are awarded to the classes with the highest number of Dojo's every week.

All children who stay on green all week will take part in Golden time activities, Friday 2.30-3pm.

Trained Year 6 peer mentors will be on duty in yard areas at break and lunchtime to support younger children to resolve low level conflict.

## **Anns Grove learning powers are:**

- 1. Concentrate**
- 2. Be resilient**
- 3. Be co-operative**
- 4. Have a go**
- 5. Be curious**
- 6. Keep improving**

**Everyday every child will start on green and will stay on green by following the school rules.**

<p><b>CELEBRATE! GREEN</b></p> <p><b>I am Keeping our school Rules. I am earning my Golden Time Reward.</b></p> <p><b>Every week we will enjoy 30 minutes Golden Time (Friday 2.30pm) whole school</b></p>	<p><b>THINK! ORANGE</b></p> <p><b>I am trying to keep our School Rules but need time to THINK.</b></p> <p><b>I will miss my break or part of lunchtime.</b></p> <p><b>If I keep breaking our School Rules I will go to RED.</b></p>	<p><b>STOP! RED</b></p> <p><b>I have broken our School Rules. I need to STOP and THINK.</b></p> <p><b>I will miss my break or part of lunchtime and I will not be able to join Golden Time. My parents will be informed about my behaviour. I will be given a Report Card to</b></p>
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## **Consequences**

- Verbal reminders about making the right choices
- Positive praise for children following the rules correctly
- A verbal warning
- Staff member records the child's name on the board
- Time out in designated area of classroom
- An amber/orange card is given. This means loss of some or all of break time to reflect on the correct behaviour and catch up with classroom work that may have been missed.
- Removal of the child to another class to diffuse a situation and prevent escalation of poor behaviour
- A Red card is given. This means loss of all of break time to reflect on the correct behaviour and catch up with classroom work that may have been missed. Golden time will also be missed. Parents will be notified.
- A report card to be signed off by adults at the end of each session. This is shared with parents and analysed at the end of week for patterns and triggers for poor behaviour so that these can be addressed.
- Temporary isolation from the group or class, spending time with an adult to catch up on work or reflect on positive behaviours
- Learning mentor involvement
- Parent/carer involvement in a behaviour plan
- Internal exclusion/isolation from peer group for a fixed period of time
- Referral to the Local Authority Primary Inclusion Panel for outreach support from trained behaviour specialists
- In some cases fixed term exclusion may be used and in extreme and rare circumstances permanent exclusion.

## **Managing the behaviour of children identified as being at risk of exclusion**

- The school will engage in dialogue with the parent/carer
- A Family common assessment (FCAF) form may be completed
- Contact will be made with the Primary Inclusion Panel to access outreach support
- A risk assessment will be written to support all staff working with the child
- A multi-agency meeting may be called to access further support including Multi agency support team.

## **Team Teach**

The Team Teach positive handling programme is used in school where necessary. This approach encourages the use of de-escalation techniques for behaviour incidents and training for key members of staff in positive handling. Positive handling techniques will only be used when its "Reasonable Necessary and Proportionate". Any incident requiring restraint will be recorded and parents informed immediately. Team Teach trained adults in school are:

Wendy Roberts  
Tom Walker  
Jane Christopher

Sarah Webb  
Laura Hattersely  
Vanessa Ward

Kirsty Price  
Sue Malandain  
Mark Littlewood

## **Staff will:**

- Model high standards and have high expectations of behaviour in and outside of the classroom
- Teach children the School Rules, why they are important and relevant and how to follow them successfully
- Consistently implement our School Positive Behaviour policy
- Treat children fairly and equally giving clear warnings that children understand
- Dojos will be recorded weekly
- Record behaviour incidents using incident report forms, SIMS or CPOMS where necessary and notify Learning mentor.
- Engage with parents/carers keeping them informed of developments in their child's behaviour

## **Guidance for Staff at Break Time and Lunch Time**

### **All Staff on duty will follow guidance below.**

1. Spot behaviour – don't ignore children breaking school rules and deal with it before it escalates.
2. Try to reverse the behaviour through giving subtle signs (the look, body language, name, and positive reinforcement of children following correct behaviour.)
3. Give Children a clear reminder." I need you to... I want you to..."
4. Give recognition for improved behaviour
5. Children may be asked to sit out for thinking/reflection time to adjust their behaviour before joining back in with activities
6. Try to de-escalate the situation by encouraging them to go to a lunchtime club, or a place to calm down. If behaviour continues a warning is issued giving the child an opportunity to change their behaviour as appropriate.
7. If behaviour continues, issue an orange card. Any child receiving an orange card will miss their next playtime. Record the incident on CPOMS.
8. If the child refuses or behaviour continues then a Red Card should be issued. Any child receiving a red card will miss their next playtime and Golden time. They will be placed on weekly report and parents/carers informed. Record on CPOMS.
9. Inform Learning Mentor and pass on any orange or red cards. The LM will record incident son CPOMS on behalf of lunchtime supervisors.

Types of behaviour that are unacceptable:

- **Hurting other children or adults**
- **Bullying**
- **Racist/homophobic/sexist/hate related behaviour and language**
- **Verbal abuse / swearing**
- **Refusing to do what an adult asks them to - defiance**

**The Senior leadership team and Learning mentor will:**

1. Recognise and praise Good Behaviour
2. Support Staff in implementation of The School Behaviour System
3. Monitor Orange and Red Cards
4. Issue Red Cards and contact parents/carers to discuss their child's behaviour
5. Follow up Repeated Red Cards with parents or carers.
6. Contact agencies for support with behaviour issues including Primary Inclusion Panel, Multi-agency support team, Children's Inclusion and Learning service etc.
7. Analyse behaviour data to understand who, why and where and to implement strategies to reduce poor behaviour

### **Parents / carers will**

- Support our school Positive Behaviour Policy.
  - Attend meetings in school to discuss their child's behaviour when invited
  - Inform staff of any factors that might affect their child's behaviour and well-being at school.
- We welcome all parents and carers in our school recognising that we work in partnership with them to provide the best possible school experience for their children.

### **Equal Opportunities**

The staff and Governors of Anns Grove Primary School will ensure that all children, irrespective of factors such as disability, gender, social or cultural background, religion or ethnic origin, are given opportunities to realise their potential. We know that a whole school behaviour policy that creates a positive atmosphere and teaches appropriate behaviour from whole school level to class level and to individual level may still miss some individuals. Pupils with Special Behavioural Needs will be supported appropriately by all staff liaising with parents/carers, our Learning Mentor and Special education needs co-ordinator who will plan procedures for these children individually with the support of the Senior leadership team. These will include Positive Support Plans, Behaviour Plans, Home School News Books and other strategies considered to be appropriate for each individual.

### **Behaviour of Parents/Visitors**

Anns Grove staff are here to help the children achieve high standards in their work and behaviour in a calm and safe environment. Staff will work together with parents and carers at all times. Our staff expect to be treated with respect and courtesy and will not accept abusive or inappropriate behaviour from parents or visitors to the site. Anyone who is abusive to staff or others may be banned from the school premises and could be prosecuted.

Signed: \_\_\_\_\_ Executive Headteacher

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_