

**ABBOTSWOOD JUNIOR SCHOOL**

**POSITIVE BEHAVIOUR MANAGEMENT POLICY**  
**including the Governors' Written Statement of Behaviour Principles**

**Approved by the Full Governance Board: 26 September 2022**  
**Review Date: Summer Term 2025**

**Governors' Written Statement of Behaviour Principles**

Under the Education and Inspections Act 2006 governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

In pursuance of this requirement the governing body is required to make and review a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils.

The purpose of this statement is to give clear advice and guidance to the Headteacher on which he/she can base the school behaviour policy.

The statement also underpins the governing body's duties for safeguarding and promoting the welfare of children and the general duty to eliminate discrimination in accordance with the requirements of the Equality Act 2010.

**School aims**

We believe that parents, all school staff and governors should work in partnership and share responsibility for achieving our aims. Knowing each individual child is at the centre of our school aims.

**School commitment**

To prepare our children for the challenges they will face now and in the future by providing opportunities which promote the values of respect, confidence, resilience and independence.

**Statement of principles and ethos**

The governing body of Abbotswood Junior School believes that all pupils at our school should be able to learn and achieve their full potential in an environment that is safe, orderly, happy and an inspiring place to learn. When children leave our school at the end of Year 6 we want them to have achieved not only great academic success but be well rounded, thriving young people who will be confident, happy and safe as they move towards adulthood.

Our ethos for the school is one of mutual respect and courtesy, where all members of the school community relate well to and with each other, and where effective and successful learning can take place.

We have high expectations of everybody in our school community and there will be no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness with regard to each individual situation and will ensure that the concerns of pupils are listened to and appropriately addressed.

There will be an emphasis on encouraging positive behaviour by:

- Setting a clear code of classroom and school wide behaviour conduct which is consistent and fair to all
- Making sure pupils know and understand the school rules
- Ensuring that pupils accept responsibility for their own actions and understand the consequences for poor behaviour
- Setting high expectations in relation to behaviour
- Creating an environment that is safe and enjoyable and encouraging pupils to report any undesirable behaviour
- Having reward systems that encourage and recognise positive attitude, achievement, responsibility and good behaviour
- Working in partnership with parents/carers to encourage their children to show respect and to support the school's policy on behaviour
- Ensuring all staff actively help children to improve their behaviour

### **Sanctions**

It is recognised that on occasions sanctions will be necessary to show that misbehaviour is not acceptable and to deter other pupils from similar unacceptable behaviour. The use of sanctions will be to give pupils the opportunity to reflect upon and learn from their behaviour and where possible to make reparation.

Sanctions will be proportionate and the policy will set out clearly how, when and what sanctions will be applied, giving examples of behaviour that will trigger sanctions.

Sanctions will generally be stepped in accordance with the level of inappropriate behaviour – however safety of the school community and pupil body is paramount. The governing body therefore supports the right of the school to permanently exclude pupils for a single offence where it is considered that allowing a pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. (The school will follow government guidance on exclusions, unless there is good reason to depart from it.)

In all cases of serious misconduct, including those outside of the School, the Head Teacher will consider whether the police should be notified of the incident. The police and parents/carers will always be informed where the student's behaviour is criminal or is considered to pose a serious threat to any other person.

### **Involving other agencies**

Some pupils, for example those with special educational needs, physical or mental health needs or looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to those needs. If the behaviour is disruptive or puts other members of the school community at risk, then the school will consider involving other agencies for a multi agency assessment as appropriate.

### **Use of reasonable force**

Any use of force by staff to keep individuals from harming, or further harming themselves or others will be reasonable, proportionate, lawful and in line with the school's Physical Intervention Policy.

### **Searching pupils**

In the interests of pupil safety, the school may also utilise their powers to search pupils for items prohibited by the school provided that this is conducted in accordance with the law and current Department for Education guidance. Appendix 3 details guidance on what constitutes prohibited items.

### **Scope of policy (power to discipline beyond the school gate)**

The behaviour policy applies to pupils whilst on the school premises, when engaged in any extra-curricular clubs or activities, sporting events or whilst on any educational trips/visits arranged by the school, including residential. The governors intend that the school rules and sanctions in the behaviour policy shall also apply in appropriate circumstances (where it is lawful to do so) to pupils when travelling to or from school and outside of the school day.

This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute. This may include incidents arising in respect of the use of social media and other technology i.e. cyberbullying.

### **Allegations against staff**

Where a pupil makes an accusation against a member of staff the Headteacher will deal with this in accordance with current advice on “dealing with allegations of abuse against teachers and other staff”. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

### **Value Statements**

The governors expect all pupils to:

- Attend school regularly and on time and be ready to learn
- Work hard and achieve their very best in class and when completing home learning
- Show respect for other people, their property and opinions.
- Follow the requests and instructions of staff at all times.
- Wear the correct school uniform
- Tell the truth
- Take a pride in the school site keeping it free from litter, graffiti and damage
- Show respect whilst in school and whilst representing the school.
- Be courteous towards staff, other pupils and the school’s wider community
- Behave in a way which protects the health, safety and wellbeing of themselves and others.

### **Monitoring and Review**

The Governance Board will review this statement and the behaviour policy every 3 years unless changes at national or local level necessitate an earlier review.

The Headteacher will include in the policy who is responsible for evaluating and monitoring performance and annually collating information relating to behaviour and rewards to ensure the consistency and effectiveness of the policy. This information will be presented to the curriculum and standards committee.

Consultation with other stakeholders in respect of the policy will be as follows:

- Pupils - ongoing dialogue throughout the year via individual meetings, school council meetings, governors and other pupil surveys.
- Staff - via staff meetings, performance management and staff surveys.
- Parents - via parental surveys, parent consultation evenings and complaint statistics.

## **Positive Behaviour Management Policy**

We wish to ensure high standards of good behaviour throughout Abbotswood that encourages self-regulation and is supported by a positive, caring and consistent approach. High standards and expectations, a clear policy and an ethos that fosters discipline and mutual respect between pupils, and between staff and pupils will help us fulfil our school policy for effective learning and every pupil, staff member, parent and carer must share responsibility to ensure this happens.

### **Aims**

We aim that everyone involved in our school should demonstrate the school values:

- Stickability (resilience and perseverance)
- Teamwork
- Aspiration
- Respect
- Stretch (everyone challenging themselves)

To achieve a positive learning environment, we:

- recognise and develop the valued partnership between children, parents, staff and governors
- build strong relationships based on trust and respect
- reward children regularly for choosing appropriate behaviour and operate a consistent sanction system
- work to build a positive framework of trust and co-operation.
- value children's opinions
- provide opportunities that motivate, engage and challenge children

The values are displayed prominently in every classroom and around the school and are regularly reinforced in all areas of school life, e.g. through school assemblies, the language used by staff and the ethos of the classrooms. Positive feedback is provided by members of staff when the values are demonstrated. Children are encouraged to choose appropriate behaviour and the values are supported by the use of a fair and consistent rewards and sanctions system.

### **Rewards**

We try to ensure the children appreciate that 'It really does matter' by rewarding efforts in learning, attitude and behaviour and promoting appropriate behaviour in lessons, at play and assemblies.

Rewards include:

1. Verbal or non-verbal recognition – smiles and praise!
2. The House Point scheme. Children are awarded house points when they display a positive behaviour choice. House points contribute to both individual and house rewards.
3. Celebrating work which involved exceptional effort by showing work to other pupils, teachers, Assistant/Deputy Headteachers or the Headteacher.
4. Whole school achievement assemblies. These are held every Friday and involve the presentation of a coloured wrist band to children who have demonstrated a particular value. Once the children have achieved all five bands, they are awarded an 'It really does matter' band.
5. Headteacher Award termly for outstanding effort.
6. Individual, group and class rewards, which include daily certificates, 'Star of the Week' etc.

### **Consequences (Sanctions)**

This list of sanctions is non-hierarchical and demonstrates the variety of sanctions that may be appropriate in different circumstances. All staff try to avoid sanctions by the regular use of positive comments and rewards for appropriate behaviour.

Consequences include:

1. A checking look.
2. A stepped system of sanctions – see Appendix 1 for details.
3. Exclusion from favourite or fun activities.
4. Being withdrawn from a lesson for fixed time or sent to another teacher.
5. Contacting parents and recording contact.
6. Negotiating an Individual Support Plan with targets.
7. Being withdrawn from extra-curricular activities (school visits or discos).
8. In-school isolation (the child works away from the class for a fixed period of time).
9. Being excluded from school for a fixed period. At this stage, the Local Authority is notified.
10. Being permanently excluded from school.

The School Council has created a strategy to help pupils manage any conflicts independently and this is displayed around the school:

## HOW TO RESOLVE A CONFLICT



Use the Fab 4 method!



If you don't manage to sort it out - tell an adult.

In accordance with the Governors' Written Statement of Behaviour Principles (Appendix 3), the school will:

- Follow the guidance on sanctions in the statement
- Involve other agencies as necessary to give behavioural support
- Use reasonable force in line with the school's Physical Intervention Policy
- Utilise search powers in line with Department for Education Guidance

The school may apply these powers to discipline beyond the school gate as the powers apply to pupils whilst on school premises, engaged in any extra-curricular curricular clubs or activities, sporting events or whilst on any educational trips or visit arranged by the school, including residential. The governors intend that the school rules and sanctions in the behaviour policy can also apply in appropriate circumstances (where it is lawful to do so) to pupils when travelling to or from school and outside of the school day. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public or which brings the school into disrepute. This may include incidents arising in respect of the use of social media and other technology i.e. cyberbullying.

### **Prejudicial Language and Behaviour**

This is taken very seriously and once the incident has been resolved, a PLAB form is completed and added to CPOMS. Incidents are analysed to ascertain whether more learning is needed in different areas. The school has legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Bullying**

We have a separate Anti-Bullying Policy and flowchart which we give to children and families.

### **Allegations against staff**

Where a pupil makes an accusation against a member of staff, the Headteacher will deal with this in accordance with current advice on "dealing with allegations of abuse against teachers and other staff". Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

### **Monitoring and Review**

The Senior Leadership Team is responsible for collating information relating to behaviour. The Senior Leadership Team and Year/Phase Leaders are responsible for the day to day organisation of behaviour management strategies. Incidents are reviewed half termly by the SLT who then put in place any changes required to our provision and also report to the Governing Body.

This policy will be reviewed every three years by the Senior Leadership Team.



Links with other policies:  
Anti-Bullying Policy  
Safeguarding Policy  
Equality Policy

## Appendix 1 - Our Stepped System

We operate a consistent stepped system to help children manage their behaviour. Sanctions are therefore 'signposts along the way' to help the children realise the consequences of choosing inappropriate behaviour and regulate their own behaviour.

These are the 'steps' when a child chooses behaviour that will negatively affect their learning, or other children's learning

1. The teacher gives a verbal reminder to the child of inappropriate behaviour, mentioning the reason
2. If there is another issue, the child's name is highlighted 'amber'
3. If a further issue occurs, the child's name is highlighted 'yellow' and the child spends 5 minutes discussing their behaviour with the teacher at the next breaktime
4. If the child continues to make inappropriate choices. The child's name is highlighted 'red' and they miss part of their lunchtime to discuss the issue with a senior member of staff

NB Certain misdemeanours lead directly to a red card consequence (time missed at lunch break). These are showing disrespect to a child or an adult, outright defiance of an adult, violent behaviour, prejudicial language or behaviour, lying, fighting/playfighting, damage to property or incidents of bullying. Details are recorded on an electronic programme called Trackit Lights to give children a visual reminder of their choices. The system starts afresh each day so the child can be encouraged to make better choices.

Teachers track individual children's behaviour where necessary and not demonstrating the school values may lead to an Individual Support Plan (ISP) or a Behaviour Diary to support the child.

A serious incident can lead directly to more serious sanctions.

## Appendix 2

In the playground at lunchtime:

1. A reminder about the rules is given to children choosing inappropriate behaviour.
2. If the child continues, the child is escorted to the Time Out room.

NB

- Midday Supervisory Assistants give details of any issues to the class teachers at handover (between 1.00 -1.15 pm)
- The 'Time Out' at lunchtime room is where children can cool-off after an incident. Time for calm reflection and an adult to talk to about what has happened. The teacher on duty records the incident on CPOMS.

## Appendix 3

**Prohibited items (from Gov.uk <https://www.gov.uk/school-discipline-exclusions/searches>)**

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes

- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.