

Policy Date:	October 2024	Version: 1.7		
Policy Review Date:	October 2025	Mrs Jenny Goddard (Interim Head Teacher)	<i>J Goddard</i>	17.3.25
Ratified by Governing Body:				
Chair Of Governors		Ed Chester	<i>Ed Chester</i>	17.3.25

Avenue Primary School Behaviour Policy 2024- 2025



Introduction

Schools are places of learning and it is important that behaviour is managed so that the aims of the school can be achieved. The purpose of a behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place.
- The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.

This policy document has been developed following consultation with the staff of Avenue Primary School, the Behaviour Support Service, governors, parents and children.

Areas covered by this Behaviour Policy

- Shared Values and Beliefs about Behaviour
- Aims of the Behaviour Policy
- Rights and Responsibilities
- School Rules
- Shared Routines in Teaching and Learning
- Encouraging Good Behaviour
- Celebration and Reward of Achievement
- Rewards and Sanctions
- Exclusions
- Bullying and Racial Harassment
- Keeping Safe
- Special Educational Needs
- Equality of Educational Opportunity
- Parental Involvement
- Staff Code of Conduct
- Monitoring and Evaluation

Shared Values and Beliefs about Behaviour

The members of this school community believe that:

- Pupils who feel valued, cared about and successful tend to behave appropriately.
- Where the ethos of the school is positive, good quality teaching and learning will lead to achievement.

- If pupils are treated inconsistently, they are unable to distinguish between desirable and undesirable behaviour.

Aims of the Behaviour Policy

- To encourage appropriate behaviour between all members of the school community.
- To ensure all members of the school community feel valued and secure.
- To encourage successful teaching and learning and the personal, social and moral development of the whole school community.

Rights and Responsibilities

We believe that people have the right to feel safe, to be treated with dignity and to learn and it is our responsibility to make sure that everyone has this right. We will develop routines to support the opportunity to be responsible and we will develop and implement effective practical and relevant rules in support of the above.

Pupils

We expect that pupils at Avenue Primary School will:

- follow the School Rules
- try their best and show determination
- be responsible for their own behaviour so that it does not get in the way of their own or others learning
- work collaboratively with others by sharing and using their manners
- accept sanctions when they are given and be responsive to promote better relationships and harmony
- refrain from behaving in a way that brings the school into disrepute, including when outside school

Parents and Carers

We expect that parents and carers of pupils at Avenue Primary School will:

- be involved in their child's learning and behaviour
- support their child in adhering to the School Rules
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

School staff

We expect that school staff at Avenue Primary School will:

- implement the behaviour policy consistently
- model positive behaviour at all times
- support children's behavioural, emotional and well-being development to the best of their ability
- seek advice and guidance from SLT, phase behaviour leads, the SENDCO or the SEND manager when needed
- provide a personalised approach to the specific behavioural needs of particular pupils, especially those identified as SEND
- treat all pupils fairly and consistently when using the behaviour system
- record behaviour incidents as required

The headteacher and SLT

We expect the headteacher and SLT at Avenue Primary School will:

- review and approve this behaviour policy in conjunction with the governing body
- ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

The governing body

We expect that the whole school community at Avenue Primary School will:

- review and approve the behaviour policy and appendices
- monitor the policy's effectiveness
- model positive behaviour at all times when visiting school or related school events

The School Rules (See Appendix 1)

School staff will ensure that pupils understand and are familiar with the School Rules.

The School Rules will be displayed throughout the school. Classroom rules will support and reflect the whole school rules and are displayed in the classrooms.

Shared Routines in Teaching and Learning

Staff will establish shared routines for teaching and learning within which all members of the school community feel secure and which enable behaviour management to be consistent and fair.

Shared routines will reflect the School Rules.

For pupils who behave inappropriately, routines offer a framework of security in which they can succeed in relating to adults and to learning.

Routines are therefore crucial to the establishment of effective teaching and learning.

Encouraging Good Behaviour

- Acceptable standards of behaviour and respect depend on examples from everyone
- All have positive contributions to make
- Good order has to be worked for, it does not simply happen
- Set high standards
- Apply rules firmly but fairly
- Expect to give and receive respect from everyone
- Everyone at school is here for a purpose
- Treat everyone as an individual
- Good relationships are vital between everyone and at every level

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Success is tested not by the absence of problems but by the way we deal with them.

Do not over react:

- Keep calm and address the problem
- Avoid confrontation and humiliation
- Listen and don't shout
- Establish the facts
- Judge only when certain
- Be consistent and use sanctions sparingly

Take the initiative:

- Start conversations and greet pupils
- Set high standards of speech and manners
- Enjoy relating to children
- Use humour to diffuse situations
- Use circle time/PSHCE/assemblies to discuss concerns and promote good behaviour
- Deal with misbehaviour immediately and be consistent

Celebration and Reward of Achievement (See Appendix 2)

All pupils will receive appropriate rewards for achievements in learning and behaviour.

Consequences (See Appendix 3)

The school will establish a system of consequences for behaviour which does not conform to the School Rules. These consequences will be fair and reasonable for the whole school community and will be routinely practised.

Where incidents are of a serious nature the normal procedures are superseded.

Suspensions

Before suspending a child, a range of strategies for promoting good behaviour should have been used but this should not prevent immediate action being taken to protect other pupils and staff if necessary.

A decision to suspend a child should only be taken:

- In response to serious breaches of the School Rules once a range of strategies have been tried and failed.
- If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When pupils do not respond to school actions a Pastoral Support Programme (PSP) should be drawn up to help pupils manage their behaviour by the class teacher and behaviour and learning mentor.

Bullying and Racial Harassment

- Bullying and racial harassment are not acceptable behaviour in school.
- Every effort will be made to identify bullying and racial harassment within the school community.
- Bullying and racial harassment will be monitored and will be dealt with as soon as any incidents occur.
- All identified incidents of bullying or racial harassment will be reported to the Headteacher.
- The Headteacher will keep a record of all reported incidents of bullying or racial harassment. These incidents will be recorded on the School's safeguarding system (CPOMS). Racist incidents should also be reported to the LA.
- See separate anti-bullying policy for further information.

Keeping Safe (See Appendix 4)

All members of the school community will be kept safe through effective procedures for child and adult protection, following all government and LA guidelines.

Special Educational Needs and Disabilities

This policy adheres to the requirements of the SEND Code of Practice. Where appropriate, individual children are removed from the 'Good to be Green' scheme and individual rewards/consequences will be used as stated in their SEND targets.

Equality of Educational Opportunity (See Appendix 5)

Equality of educational opportunity will be ensured as far as is practicable for all children who are behaving inappropriately.

Parental Involvement (See Appendix 6)

We encourage parents to be positively involved in all aspects of their child's behaviour in school and we will keep parents informed about their child's behaviour at school. We expect parents to model appropriate behaviour whilst on the school premises and to actively support the School Rules.

Staff Code of Conduct (See Appendix 7)

School staff should model good behaviour and the successful management of relationships at all times.

Monitoring and Evaluation

The success of this policy will be measured against the following outcomes:

- Appropriate behaviour is maintained by all members of the school community.
- All members of the school community feel valued, secure and are successful in teaching and learning.

This policy will be reviewed on a regular basis.

Praise and Rewards for good behaviour and effort

The following praise and rewards can be given out for good behaviour and effort:

- A quiet word of encouragement or a gesture, including a smile or a thank-you, use of proximity praise – being explicit, e.g. I like the way you are showing that you are listening.
- A positive written comment on a piece of work, copy of work displayed or sent home
- Stickers from staff including SLT.
- A visit to another member of staff, or a member of SLT
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at an assembly
- Display of work
- Inviting parents / carers in to share good work, a phone call home or text message to share good news, use of home school books/Seesaw where appropriate
- Team points
- 'Good to be Green' certificates
- Pupil of the week certificates
- Shout outs in the half-termly/termly newsletters.

Staff will use their discretion to know when and how to differentiate this approach for pupils.

Appendix 1:

Avenue Primary School Rules

- We listen
- We follow instructions
- We are kind and respect others
- We care for our school
- We walk in school

Appendix 2: Celebration and reward of achievement

At Avenue Primary School we recognise that all children can achieve. We celebrate achievement in learning and behaviour side by side.

Rewards include:

- verbal praise
- sharing achievement with other children and adults
- informing parents
- displaying work
- sharing and achievement assemblies where good learning is shared and certificates are awarded for consistently good behaviour
- sharing children's out of school achievements in assemblies.

'Good to be Green' rewards:

- Each class can collect up to 10 green counters each day. These are a collective reward for the class. These can be banked and saved up to trade in for a range of different rewards. Rewards are as follows; 60 counters for box of games, 100 counters for a sports activity or art box and 150 counters for an DVD*/Ipad/class choice afternoon. * A maximum of 2 DVD afternoons can be chosen as a reward.
- 'Good to be Green' phase assemblies every two weeks where class teachers choose a child who has demonstrated excellent or improved behaviour in line with the School's Rules.

Team points:

- 'Team Points' phase assemblies where team points are counted and winning team receives a trophy.
- 'Team Points' winners to receive 'special' prize at the end of each term.

Incentives

School staff to follow the 'Good to be Green' system for reinforcing rules and routines and the following guidance must be followed:

- All children must be included and have opportunity for success
- Systems are to be monitored to ensure that the same children are not constantly rewarded
- Nothing is to be displayed that could be detrimental to the self-esteem of individuals or groups of children.

Appendix 3: Consequences

Consequences for breaking the School Rules should:

- Be immediate
- Relate to the behaviour, not the child
- Be consistent and perceived as fair
- Provide an opportunity to put things right

Sanctions

1. A verbal reminder of the rule/rules broken.
2. A second verbal reminder (to be recorded somewhere in the classroom.
3. A 'Yellow' card will be given to the child.
4. A 'Red' card to be given to the child. Followed by 15 minutes (KS1) or 30 minutes (KS2) 'Think Time' the following lunchtime, where the child reflects on their behaviour and is supported by a member of SLT to do this.
5. Continued misbehaviour after a 'red' card has been awarded may result in the child going to another class for the remainder of the day.
6. Parents informed by class teacher after 1 red card.
7. Parents will be sent a letter from the class teacher after 2 red cards in a half term
8. Parents will be sent a letter from the phase leader after 3 red cards in a half term.*
9. Continued, persistent breaking of the Rules (more than 3 red cards in a half term) will result in the Headteacher arranging a meeting with parents/carers and child.
 - After 3 red cards in a half term a child will not be able to take part in the next school trip (except for religious places of worship) during that term. All children and parents will be made aware of this consequence at the start of the term.

Removal from the 'Good to be Green' scheme

If a child is consistently receiving red cards and is not responding to the rewards/consequences then their involvement in the scheme will be reviewed and discussed with the SENCO. In collaboration between the pupil, parents, SENCO, pastoral support team, class teacher and phase leader an individual plan will be created. This will be reviewed regularly so that the child has the opportunity to return to the scheme.

Consequences during dinner time

Dinner supervisors will record misbehaviour in a book. Dinner supervisors use the 'Good to be Green' system and are able to give warnings, yellow and red cards. These sanctions are passed on to the class teacher. More serious incidents will be dealt with by the class teacher, phase leader, who will then decide on the consequence following the 'Good to be Green' system.

School Clubs

Leaders of the clubs are given guidance regarding the 'Good to be Green' system. They use the warnings, yellow card and red card system to promote good behaviour. These sanctions are passed on to the class teacher and/or the office. Children are made aware that high expectations of behaviour are in all areas of school life. Children who receive more than 2 red cards in a term will not be able to represent the school for sporting events.

Guidance for Dealing with Serious Incidents

Outright defiance	Staff will follow the agreed behaviour management procedures, where appropriate, then refer to a member of the SLT, Head or Deputy.
Racist incidents	Staff witnessing the incident will deal with it immediately, log it on the appropriate form and pass it to the Head or Deputy who will decide if further action is necessary. Reported to LCC.
Other bullying incidents e.g. sexist, homophobic (see anti-bullying policy)	Staff will follow anti-bullying policy to record and deal with alleged incidents.
Leaving the premises	Inform the Head or Deputy immediately
Fighting	Staff should seek support from the Leadership Team, Head or Deputy
Stealing	Staff will deal with the incident and log it. If persistent, seek advice from a member of the Leadership Team, Head or Deputy
Physical assault on staff	Inform the Head or Deputy immediately

Incidents of all the above should be logged and passed to the Head teacher or Deputy Headteacher.

Appendix 4: Procedures for Keeping Safe

The school will adopt child protection policies procedures as laid down by the government and LA.

Written Records

The following should be recorded on Incident Report Forms.

- Any inappropriate behaviour which involves physical contact and/or injury between pupils and staff.
- Any serious damage to property.
- Any physical restraint used.

The account must include:

- the time and place of the incident
- the antecedents of the incident
- exactly what happened
- the consequences of the incident including a note of all injuries sustained by staff and/or pupils and any serious damage to property
- in the case of serious injury and/or damage to property, names of all witnesses and notes of any interviews with witnesses must be taken
- written statements must not be taken from any pupils or adults.

The Incident Report File, together with Incident Report Forms must be kept available for inspection by the governors, any LA officials and OFSTED inspectors who have a right to see it.

Physical Restraint and Control

The LA policy and guidelines for restraining pupils will be adopted.

Any physical restraint used must conform with Team Teach guidelines and procedures, as set out in the Team Teach Handbook, and must only be carried out by trained and accredited school staff.

Adults are only authorised to use physical restraint where:

- they believe that all other alternatives have failed
- pupils are at risk of physical injury
- a pupil's actions are placing themselves, other pupils or adults at risk of injury
- significant damage to property can be limited
- physical restraint must not endanger the physical safety of other pupils or staff.

All incidents involving physical restraint must be recorded on the correct forms and reported to the Headteacher. All staff involved in restraining children must be given an opportunity to debrief.

Appendix 5: Procedures for Ensuring Equal Opportunities

When a pupil is sent out of a lesson:

- The School has a responsibility for maintaining access to the curriculum.
- The class teacher should ensure that appropriate learning is made available to the pupil.
- Any learning missed must be covered as fully as possible with the aim to reintegrate the pupil as soon as possible.
- The teacher is responsible for monitoring the pupil's progress and for ensuring that the learning is marked.

Appendix 6: Parental Involvement

Meeting with Parents / Carers

The following guidelines will be followed wherever practicable.

Parents/carers will be told the reason for the meeting in advance. Invitations should be positive and welcoming. The time of the meeting will fit in with the family's commitments if possible. The parent/carer can bring a friend/relative or social worker. There will be an interpreter if necessary. Information will be at hand. Greetings should be friendly and informal. It will be demonstrated that the child is valued.

The subject for discussion will be explained and parents/carers will be asked if there is anything further they wish to discuss during the meeting. It will be established what the school and parents/carers want to achieve from the meeting. The meeting will start with comments in positive terms and as non-judgemental as possible.

If the subject of the meeting is a 'problem' this will be explained in as positive a manner as possible. Parents/carer's opinions about possible solutions will be sought from time to time. Checks will be made that perceptions of parents/carers match school perceptions. What has been decided will be summarised at the end and checked that parents/carers agree.

Parents/carers will be asked if there is anything else needing to be covered. Parents/carers and school will agree targets for further action including a further meeting if necessary.

In general, the school will try to ensure parents/carers are:

- approached in a sensitive manner
- made to feel part of the process of defining the problem, and seeking solutions
- made to feel welcome in school
- in agreement with what has been decided

After the meeting

- a brief report will be written on what the issue was, what was agreed and targets.

Reporting to parents/carers

- the school will provide regular reports to parents about progress in learning and behaviour.

Reports will:

- concentrate on small target steps
- leave a space for parent comments
- be discussed with the child before being sent to parent

Communications from parents will be:

- made known to all appropriate staff
- filed away carefully

Appendix 7: Avenue Primary School Staff Code of Conduct (Taken from main Staff Code of Conduct)

- Staff should treat each other with common courtesy, e.g. greet each other, pass on messages, help each other when necessary. This should be standard good practice.
- There will be no derogatory comments about the personal life, professional competence or commitment of any member of staff.
- Staff should not denigrate their colleagues in the presence of third parties nor should they adversely criticise a colleague in the presence of others.
- There should be no attribution of motives, intentions or meanings to the actions, words or decisions of any member of staff.
- There should be no circumstances where an aggressive tone or raised voice is used. Colleagues should treat each other with respect and listen to each other carefully and without interruption.
- Personal harassment can take place in a variety of ways. Colleagues should be aware that ignoring, marginalizing or failing to involve a co-worker is just as hurtful as direct criticism.
- All staff share responsibility for commitment to the school, for implementing school policies and for effectively maintaining agreed school procedures, even when as an individual a staff member may disagree with some of these.

Staff should try to resolve issues amicably but where they are unable to do so either party may approach a member of SLT to mediate. Criticism of conduct should be made face to face with due notice of the meeting given to the other party in order that they have time to consider a response.

As this constitutes the informal stage of the complaints procedure, no formal records will be kept but verbal warnings may be given.

Where issues remain unresolved, are repeated or are of a serious nature then the formal LA disciplinary procedure will be initiated.

In addition, staff should:

- Always treat children with respect and operate a no shouting policy
- Ensure that they give due regard to time-keeping
- Dress in an appropriate manner presentable to children and parents
- Keep shared areas of the school clean and tidy
- Not use mobile phones in areas where children are present, unless in emergencies
- Refrain from smoking on school premises

Addendum to the Policy in relation to the COVID-19 Pandemic

Context

This addendum is for use as children return to school and the threat of Covid-19 is still with us. It is to ensure that we keep pupils and staff as safe as possible, physically and emotionally. It is impossible for us to deal with behaviour in the same way as children need to remain contained in their own group 'bubble' at all times.

New rules that we must impose for safety are as follows:

Safety area	Expectations
Arrival and departure	Children arrive at the allocated time and wait patiently in a 2 metre distanced line with their parent / older sibling until temperature is taken. They bring nothing except a lunch box (KS2 children only) and filled water bottle. The children will stand on designated spots, which are socially distanced, within the playground until they have all been registered and will then separate into their bubbles. At the allocated time children will stand on their designated spots and leave school in a distanced ordered fashion when their parent appears at the gate. Different entrances are used for different year groups: Lorne Road : reception / nursery children Avenue Road Extension : Year 1 Lytton Road : Key worker and vulnerable. Children who arrive beyond their allocated window will not be admitted to school that day as the office area is closed and the gates will be closed after the children have arrived.
Handwashing and hygiene.	Handwashing must be done diligently as we have instructed on entry to school, after using the toilets and when instructed to do so by the 'bubble' leader (teacher / level 3 TA) School equipment must not be placed in the mouth and children must try not to touch their noses, eyes and mouth. Tissues will be used and placed in a lidded bin which has been double bagged. Hands will be washed, supervised by school adults afterwards.
Socialising in school	Pupils must not leave their group bubble and will not be able to socialise with children in other bubbles.

Safety area	Expectations
Moving around the school	Children must stay in their allocated areas and move around the school as instructed by the signs and the adults within the 'bubbles'.
Sneezing and coughing	Children must catch it, bin it and kill it in a tissue. Hands must then be washed. If a tissue cannot be reached in time they must sneeze into their elbow.
Illness	If a child is unwell they must tell an adult immediately.
Water bottles	Children must use their own water bottle only and must not put their mouth near the tap in the bathrooms. Water bottle must be kept on child's work station.
Equipment	Pupils must use their own equipment allocated to them and keep in zipped wallet at their work station.
Play areas	Pupils must stay in their designated zoned areas. They must attempt to stay socially distanced and not leave the designated area.
Toilets	Pupils must flush the toilets after use and wash hands thoroughly.
Coughing and spitting	Pupils absolutely must not cough in anyone's face. They must cough into their elbow. Spitting is forbidden.
Behaviour at home doing distance learning	Pupils must demonstrate the same respect for the teachers remotely as we expect in school. There should be no over familiarity.
Racism	Children will not make racist slurs around the origins of Covid-19.

What happens if a child breaks these rules?

Allowances will be made for the age of the children and any underlying issues but deliberate flouting of the rules will lead to an immediate collection and a three day "stay away" from school. If the poor behaviour continues then the child will not be allowed to attend school in this period. The safety of all will be the priority. If a child requires escorting from the classroom then the Head Teacher will enter wearing PPE. The child will be escorted to the SENCo room where parents will be contacted and the child will need to leave school as soon as possible.

Parents of children with specific needs, including behaviour, will need to sign an individual risk assessment before their child is allowed to return to school – this will take place during a meeting with the SENCo.

