

ABBHEY HILL PRIMARY AND NURSERY SCHOOL



BEHAVIOUR POLICY

Date policy agreed:	November 2024
Date of next review:	July 2026
Headteacher signature:	
Chair of Governors' signature:	



Behaviour Lead:	Stephanie Karlonas
Behaviour Team:	Samantha Jeffs, Carrie McFall
SENCO:	Vicki Hardy
Safeguarding Governor:	Karl Simpson
SEND Governor:	Zoe Godfrey

OUR VISION AND VALUES

At Abbey Hill Primary School and Nursery, our vision is:

Achieving our Dreams Together

Our behaviour policy is based on the belief that:

- Every adult works together for the good of all Abbeyhillians
- Relationships are fundamental to effective behaviour
- Our Abbeyhillians should be treated with Unconditional Positive Regard (UPR)
- Children need to feel accepted and understood
- Being emotionally secure is key to being ready to learn
- There's a reason behind every behaviour
- Every interaction is an intervention

WHAT DO WE MEAN BY UNCONDITIONAL POSITIVE REGARD AT ABBEY HILL?

Unconditional Positive Regard is the expectation to behave with the support and challenge from adults to do so. Within this, everybody receives a fresh start and is cared for and nurtured unconditionally to give them a positive future. (Whittaker, 2023)

Children are always held to account for their behaviour, but school uses its knowledge of each individual in achieving this. School strives to truly understand every child we teach. In turn, children are supported and coached to understand the impact of their behaviour.

SCHOOL EXPECTATIONS AND RULES

The school rules were reviewed in the July 2023. They took into account pupil and staff voice and were written encompassing positive language in line with our relational approach. These are

- Positive language
- Positive actions
- Positive relationships

REWARDS AND SANCTIONS

As a school we consciously do not utilise material rewards; as part of our relational approach, recognition of expected behaviours and good choices are used as our reward method. Our Proud Chart is used as a discrete way show adults have recognised positive behaviours.



Positive feedback and positive recognition and noticing are used verbally, through stickers, movement across the choice chart and with the giving of a Dojo (and an optional sticker at staff discretion). Gold recognition events are earned through accumulating Dojos. An end of term reward occurs for all pupils who attain gold once in a term. Additional Gold events are a Gold playtime and a book choice. Our ambition is all children attain Gold at least once in a term and therefore receive recognition for positive choices and behaviours.

HOW THE PROUD CHART WORKS

All children begin every new day on Green. If children make expected, positive choices in their behaviour aligned to the P.R.O.U.D Charter they move towards Gold. Children consistently receive verbal praise for their expected, positive choices to show recognition as well as provide peers with examples of positive behaviour.

Low-level strategies such as verbal reminders, visual connection, written prompts, symbols and gestures may all be used by staff to remind children to make positive choices. These are all key components to teaching pupils expected behaviours.

Where a low-level strategy has not led to a positive choice, a child will receive a formal 'verbal warning' and move to yellow.

In some situations, children may need support from adults in order to make a positive choice. When a child continues to make the wrong choice, after a verbal warning, they are moved to amber and will miss a playtime to be used as a reflection time. They may again work their way into green and beyond by making expected, positive choices but the playtime reflection remains.

Should a child continue to make the wrong choice or their behaviour is deemed serious, unacceptable and/or unsafe, they will move to red and the Behaviour Team will respond.

Children who reach gold receive a Gold Dojo which parent/carers can see. Gold Dojos are accumulated:

- 1 Gold Dojo = access to Gold Activity
- 5 Gold Dojos = Golden Playtime
- 15 Gold Dojos = Choose a book!

RESPONSES TO UNWANTED BEHAVIOUR

In responding to unwanted behaviour, staff should think:

Talk, Time, Space

- Talk should be minimised.
- Time is given for children to process their choice.
- Space is given to support allowing children the time they need. *In some instances, that space may need to be outside of the classroom. A timer may be necessary and shared with the pupil giving due regard to their needs.*

Low-level: In the first instance, strategies such as verbal reminders, visual connection, written prompts, symbols and gestures may all be used by staff to remind children to make positive choices. These are all key components to teaching pupils expected behaviours.

Verbal Warning (Yellow): Where children continue to make unacceptable choices, an acknowledgement of the emotion and behaviour seen is delivered calmly to the child in the form of a formal verbal warning, along with a suggested action e.g:



“This is your verbal warning. I can see you are feeling frustrated (recognising the emotion) and that is making it hard for you to complete your work (describe the behaviour), why don't you spend some time with a..... (suggested action).”

Allow time and space for the child to process what has been said to them and respond in their chosen way. It should be recognised that each child will respond in a way that is unique to them.

As a school we recognise that some children may need longer regulation periods than others and staff knowledge of the child is fundamental to supporting the process.

Second warning and Amber (playtime reflection): If the child's wrong choice behaviour continues, staff will again remind the pupil of their choices and allow a short-time to correct their choice e.g:

“I can see you are still feeling... (recognising the emotion) but I am the adult, I care about you, I am here to... (support you/keep you safe/help)..... so you can choose to..... or otherwise you will miss your playtime”

“I can see you haven't made the right choice. You will miss your playtime tomorrow. This is Amber”

Appropriate time and space should still be allowed unless the behaviour is causing disruption or causing the classroom to be unsafe. **If the child does not make a positive choice, they are moved to Amber and miss the next day's playtime.** This allows time to communicate with parent/carers.

Red: If the child continues to make negative behaviour choices at this stage, support from a member of the behaviour team will be sought. In some serious instances (see Serious Behaviour) a pupil may move immediately to red. This would be very serious and exceptional. This would lead to a Behaviour Monitoring Card (see below)

SERIOUS BEHAVIOUR

In some circumstances, children's behaviour may be disruptive and/or unsafe and impact negatively upon the learning or safety of others.

Where behaviour is becoming disruptive, the child will be encouraged to take time in a space beyond the classroom at the earliest opportunity.

If children's behaviour is becoming unsafe, the use of RPI may be necessary and support may be needed from additional adults including the Behaviour Team.

SOME BEHAVIOURS ARE COMPLETELY UNACCEPTABLE AT ABBEY HILL INCLUDING:

- bullying and child-on child abuse
- racist and other hate-related remarks
- threatening or violent behaviour towards pupils and/or adults
- repeated use of foul language
- intentional damage to property



Such behaviours will be addressed in partnership with the school's Senior Leadership Team and parents/carers will be contacted directly. Trust Associates and/or Partnership Lead may be contacted. Outcomes may include isolation or fixed-term suspension. The principles of supporting regulation will still apply but will be adapted depending upon circumstances.

A child may be suspended for a fixed term period for extreme or serious unacceptable behaviour including the above. A governor may be called into school to speak to the child about their behaviour.

The Governing Body may also seek to arrange a managed move to another school if persistent challenging and unsafe behaviour does not improve following extensive input from the school. In these circumstances the school will work closely with the Trust and the N.A.P to offer support for staff and alternative provision where appropriate. Governors may also seek to exclude a child permanently but this remains an ultimate sanction and other solutions will always be sought though the school must put the wellbeing of the majority of children first.

RESTORATIVE PRACTICE

The aim of Restorative Practice is to support and coach the child with understanding the impact of their behaviour choices, leading to more positive choices next time.

In line with this approach, school makes limited use of sanctions, focussing instead on providing pupils with the opportunity to reflect on the incident and how this can be put right.

INTERNAL ISOLATION

In the case of more serious behaviours, it may be necessary to provide a period of extended time and space away from class and/or peers. This allows all parties time to investigate, regulate, reflect, and plan next steps.

School will make appropriate provisions for this, where behaviour or incidents require.

This may be deployed where school feels this is the most appropriate response to the individual circumstances of a pupil and gives due regard to safeguarding and any learning needs.

MONITORING AND SUPPORTING BEHAVIOUR

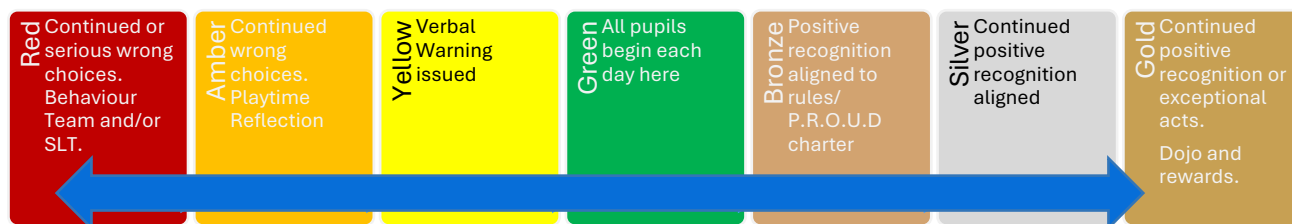
If a pupil misses 2 playtimes in a week (or an equivalent period, 5 school days) they will go onto a Behaviour Monitoring Card for one week. This goes home each day. If the behaviour monitoring card is not successfully completed, lunchtime playtime will be missed and a meeting will be held with parents/carers.

PARENTS/CARERS AS PARTNERS

School values working alongside parents as partners to support children's positive behaviour at school. Parents will always be contacted if there is a serious or repeated incident.



BEHAVIOUR FLOWCHART



RELATED POLICIES

- Suspensions and Exclusions Policy
- Child on Child abuse Policy
- Safeguarding Policy
- Positive Handling Policy
- Equality Policy

This policy will be reviewed in July 2026.

