

## **Avenue House School**

### **Behaviour Policy**

(This policy applies to children in the EYFS, KS1, KS2)

At Avenue House School we pride ourselves on the excellent behaviour of all our pupils, where all individuals are respected and their individuality is valued and celebrated. Self-discipline is promoted throughout our school and good behaviour and manners are the norm.

We have a consistent approach to behaviour management through our strong leadership, staff development and support, effective classroom management and liaison with parents and other agencies. An electronic tracking system (CPOMS) is in operation to bring any concerns and incidents to the attention of the Head, Deputy Head Pastoral and wider SLT. Facilitating secure record-keeping, CPOMS maintains confidentiality and protects information pertaining to all pupils in line with GDPR.

#### **Responsibilities**

##### **The Head Teacher**

The Head Teacher, or Deputy Heads in her absence, is responsible in determining the standard of behaviour acceptable to the school after discussion with the staff. The Head Teacher has the ultimate responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them. It is the Head Teacher's responsibility to ensure all staff are aware of how to promote good behaviour, self-discipline and respect throughout the school and to offer guidance and support to those who need it.

The Head Teacher is expected to:

- promote self-discipline and proper regard for authority among pupils;
- encourage good behaviour and respect for others, and to put in place measures to prevent all forms of bullying among pupils;
- ensure that standards of behaviour are acceptable.

##### **All Staff**

The school has high standards of behaviour and encourages a positive attitude towards work and good behaviour from the moment a child enters the school.

All staff are expected to encourage good behaviour and promote respect for others, to apply all rewards and sanctions fairly and with consistency. Well-planned, interesting and engaging lessons make a major contribution to effective behaviour management within the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any behaviour deemed unacceptable. We of course understand that some children with special educational needs and/or disabilities e.g. Children with ASD, may need boundaries that are more flexible. Each such case will be considered on the child's individual needs.

For a child with special educational needs and/or disabilities, a support system may be introduced for the specific child by the Form Teacher in agreement with the Head Teacher, involving pastoral care and close communication between home, school and other agencies. An IEP for behavioural targets may be developed for the child between the Form Teacher and the school SENCO. The IEP will be shared with the child's parents and their contribution valued, recorded and potentially incorporated.

Staff who witness incidents are expected to record this electronically on CPOMS to allow behaviours to be tracked and brought to the attention of the Deputy Head Pastoral and SLT. This enables the identification of patterns of behaviour to be addressed.

Staff will ensure all absences are followed up. Punctuality in day to day school attendance is promoted by all staff as well as children's prompt arrival for lessons during the school day.

As a result of regular discussion in meetings, the staff are expected to apply all the standards set consistently and fairly.

### **Aim of the Policy**

To provide all pupils with:

- A clear understanding of what we consider is appropriate behaviour, so all our pupils aim to exhibit the highest standards of behaviour at all times.
- A secure, happy, safe environment that is conducive to learning.
- To create an environment where children are protected from anti-social behaviour and bullying.
- To provide an environment in which all pupils are respected and valued as individuals.
- To promote a school ethos where self-discipline is encouraged and exemplary behaviour is the norm.
- To ensure that all pupil's standard of behaviour is acceptable.
- To ensure all our pupils promote inclusivity, tolerance and friendliness in their conduct towards all members of our school community.

**To provide all parents with:**

- The reassurance that Avenue House School is a safe and caring community where all are valued.
- A clear understanding of the support structure offered by the school and its policy and corresponding standards.

**To provide all staff with:**

- A recognition of their duty to support the School's Policy.
- An understanding of the rewards system in place as well as the sanctions which can be imposed.
- An understanding of the support available to staff in order to deliver the policy effectively and consistently.
- A clear and consistent approach to behaviour throughout the school.
- An understanding that they may need to adapt their expectations according to the needs of the child in relation to their special educational needs and/or disabilities.

**Acceptable Appropriate Behaviour**

Appropriate behaviour in school is categorised by honesty, kindness, respect and consideration for others. Children are expected to display good manners and equal respect to all teachers, staff, parents, visitors and each other. The children are also expected to respect the possessions of others and their surroundings.

**Examples of appropriate behaviour;**

- Honesty, kindness and consideration for others
- Good manners
- Respecting others and their property, the school environment, resources and facilities
- Standing back for an adult to pass
- Being obedient to all adults
- Addressing an adult respectfully when spoken to
- Saying 'Good morning' or 'Good afternoon' (as appropriate) to an adult when they enter the classroom from Key Stage One upwards (Standing up as well from Key Stage Two)

- Listening to others without interrupting or ignoring contributions
- Remembering to say please and thank you when appropriate
- Raising a hand to answer a question or participate in a discussion and not interrupting others
- Playing fairly at break times in a manner that does not exclude or isolate other children
- Completing tasks set in lessons given due time and differentiated accordingly

(\*This list is for illustrative purposes alone and is not exclusive.)

**Staff strategies for achieving good behaviour:**

- All staff to provide suitable role models by remembering to say please and thank you to children.
- Reinforcement through PSHEE lessons.
- Promoting appropriate behaviour where opportunities arise in the curriculum.
- Rewarding good behaviour as well as effort and achievement.
- Rewarding good citizenship publicly.
- Being consistent in our approach.
- Through the rewards system in place.
- Principles outlined in school assemblies.
- Effective organisation of the classroom environment.
- Monitoring of a class's quiet, sensible and safe movement to and from the playground and other locations.
- Supervision of transition (In particular, at the start of a new academic year).
- Overseeing opportunities for respectful, rewarding and positive interactions between pupils in learning through collaboration and cooperation.
- Assigning roles of responsibility for pupils in Year 6
- Restorative practice and approach: resolving conflict and repairing harm by talking to everyone involved, getting them to explain their feelings and reasons for behaving the way they have

## **Classroom management**

Form teachers are expected to organise their classroom in such a way as to create a suitable environment for effective learning. The positioning of desks and chairs should be as conducive as possible to the effective management of behaviour within the room. When teaching, as well as beyond the limits of the classroom, staff should use positive behaviour management techniques to promote a rewarding learning experience for all pupils.

Firm boundaries and high expectations are to be communicated and maintained from the outset. A clear understanding of the appropriate pupil-teacher relationship is to be established by the form teacher from the start and sustained throughout the ongoing interaction between the teacher and pupils.

The location of resources within the classroom should be accessible for pupils. All the resources required for a particular lesson are to be ready and prepared to alleviate any disruption to the smooth delivery of the lesson. Materials needed for lessons are to be distributed at the teacher's discretion, but this procedure is to be organised and orderly.

Group work should be structured, closely monitored and inclusive. The teacher is to ensure all pupils are aware of their role within the group. Group size is to be suitably measured and appropriate for the task/activity.

## **Facilities offsite**

Pupils are provided with clear guidelines on expected conduct when offsite. The staff accompanying the children are to promote the values and expected behaviour, which are the norm at school, when offsite for lessons. Children have small roles of responsibility with regard to equipment (resources) when travelling to receive education beyond the school boundaries. All staff are to ensure that children are aware and understand that they represent the school and are 'ambassadors for the school' when learning takes place at an alternate location.

## **Implementation of our rewards system**

### **Star of the Week**

In our Celebration assembly, each form teacher has the opportunity to nominate a 'Star of the Week' from their form. The children receive a badge to wear and keep. They are informed what they have done to be given this accolade. The reasons are announced in assembly in front of all Key Stage One and Two form teachers and all the other children.

### **Behaviour House Points**

Upon entry to Year 1, children will be put into one of four houses: St. David, St. Patrick, St. George or St. Andrew. Up to a maximum of two house points may be given for exceptional behaviour, very good work, very good progress or very good effort. While, 1 house point is to

be awarded for good - behaviour, progress or effort. Projects are awarded house points – but the number is up to the discretion of the form teacher in consideration of the task set.

If a child receives a house point, they will inform their form teacher who will keep a running tally for that house on a chart in the form room. Each week, the total for the week will be collected and the winning house will be announced in our Celebration Assembly. The house captain will receive the shield and the winning house is identified on our display board in the Gym. The house with the most winning weeks will be awarded the House Points shield at the end of the term. It is important that the children understand that they are working towards the total for their house as well as it being a personal achievement.

\*House points are not given for “Expected behaviour”. Expected behaviour will be rewarded with verbal praise and suitable acknowledgement.

### **Celebration Assembly and Awards**

**Pink Slips:** to celebrate academic effort and achievement

**Green Slips:** to celebrate and recognise exemplary behaviour and conduct

in our “Celebration Assembly” on Friday/Monday morning, children may receive a pink or green slip for the reasons indicated above. After a child has been awarded three pink or/and green slips they will then receive a certificate alluding to this fact. After 5 such certificates they will receive an Avenue House Gold Award and 7 certificates will result in a Diamond Award.

Our Celebration Assembly takes place on Monday/Friday morning at 8.40am where all awards are handed out and where children also share their individual successes in extra-curricular activities. Achievements outside of school are added to the “Achievement Board” in the School hall.

### **Stickers**

These are awarded by all staff for good behaviour in the Lunch room, good work or pleasing effort. “Head teachers’ Awards” can be given for very exceptional behaviour, work and/or progress.

The Foundation Stage uses individual and whole class reward systems in class to raise self esteem and promote positive behaviour. Children may also receive a Head Teacher’s award.

When children move into Key Stage One they receive ‘Golden Time’ which provides an incentive for good behaviour. This allows the children who experienced ‘free play’ in Reception to make a new connection between this and good behaviour in Year One and Two. In addition, the children are assigned a house group in Year One where they can earn points as part of a team.

## **Restorative Practice**

Restorative practices address conflict and negative behaviours that emphasise repairing relationships instead of punishing the person who engaged in the negative behaviour. This approach is based on the belief that everyone is connected and that when someone hurts someone else, it affects the victim and the community as a whole. Restorative practice is employed to:

- Build Stronger Relationships

Restorative practices help build strong relationships between teachers and pupils and between pupils. When pupils feel connected to their teachers and classmates, they're more likely to behave well.

- Encourage Positive Behaviour

With restorative practices in the classroom, pupils are more likely to take responsibility for their actions and engage in positive behaviours. This is because they know that their misbehaviour will not result in punishment but, instead, will be an opportunity to repair the harm they've caused.

- Reduce Conflict

Conflict is a natural part of life, but it can be detrimental to the learning environment. Restorative practices can help reduce conflict by teaching pupils how to resolve disputes constructively.

- Promote the Development of Social and Emotional Skills

Restorative practices allow pupils to develop critical social and emotional skills, such as communication, empathy, and problem-solving. These skills are essential for academic success and can help children in all areas of their lives.

- Promote Inclusivity

Traditional approaches to discipline often rely heavily on punishing pupils for their misbehaviour, leaving them feeling excluded from the classroom. On the other hand, restorative practices promote inclusivity by involving everyone in the process of repairing the harm that's been caused.

### **\*Examples of Techniques and Strategies Employed in Restorative Practice:**

Circle Processes: everyone sits in a circle and has an equal chance to speak and be heard. Teachers can use this practice to build relationships, resolve conflict, and promote healing.

Restorative Conversations: one-on-one conversations between a teacher and a pupil. They allow the pupil to share their side of the story and for the teacher to understand what happened and why.

Class Meetings: class meetings are a regular part of restorative practices in the classroom. They give students a chance to share their feelings and work together to resolve conflicts.

\*This list is not exhaustive and other approaches may be adopted if deemed appropriate.

### **Implementation of our Sanctions system**

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. Sanctions must be applied fairly and consistently. We will make reasonable adjustments for pupils with special educational needs and/or disabilities in line with the Equality Act 2010. None of the school's punishments are to be in any way degrading or humiliating.

All staff must seek to ensure that punishments are proportionate to the offence, and should enable pupils to make reparation where possible. As far as possible the sanction applied should be of a constructive nature and enable a support system to be put into place for the child.

### **Specific Examples of Inappropriate Behaviour**

- teasing, calling people names, spreading rumours, using inappropriate language
- refusing to share something that is meant to be shared
- using physical aggression of any sort
- excluding another from a group
- misusing own or others' possessions and equipment
- pushing or shoving
- refusing to complete tasks provided during lessons

(\*This list is for illustrative purposes alone and is not exclusive.)

### **Procedures:**

The following sanctions may be used in the school in appropriate cases:

- completion of work at home or extra work (in school or at home)



- withdrawal of break or lunchtime privileges
- removal from the group/class or particular lesson (if required for Health and Safety reasons)
- a period of monitored time-out for persistent disruption
- loss of “Golden Time” in Year 1, Year 2 and Year 3

**For more serious misdemeanours:**

**Non-participation**

Preventing the participation in educational visits or sports events which are not an essential part of the curriculum.

**Suspension**

In the event that a pupil displays behaviour which would put others at risk of harm, whether intentional or not, the parents will be contacted and required to collect their child.

At the discretion of the Head Teacher and Governors, the decision may be to enforce an ‘internal suspension’. The pupil would be required to spend the day at school but outside of the class. During this time, the pupil would be set a ‘reflective’ activity to understand the impact of their actions. This may be more appropriate for KS1 students.

**Exclusions**

Our policy also includes the possibility of fixed or permanent exclusion from our school. Exclusion would only be considered in a case of extreme and continuing inappropriate behaviour. Any exclusion has to have the sanction of the Head Teacher or Deputy Head in his/her absence, and the proprietor or one of the school’s two advisors.

**What behaviour merits exclusion?**

Examples of behaviour include:

- drug abuse
- alcohol abuse
- theft
- persistent bullying
- sexual harassment or misconduct
- racist abuse

- damage to property
- persistent disruptive behaviour
- malicious allegations against a teacher or member of staff. See this section in “Safeguarding and Child Protection Policy.”

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However, each situation will be assessed on its individual circumstances and the final decision will rest with the Head Teacher in conjunction with the proprietor.

### **Involvement of Pupils**

All staff should be aware that Article 12 of the UN Convention on the Rights of the Child allow children who are capable of forming views the right to express those views. The Government’s Circular 10/99 also suggest that pupils can help to reinforce behaviour policies by contributing to them. At Avenue House School we make this possible through our PSHEE lessons, School Council and Worry Box.

### **Involvement of Parents**

Parental co-operation forms part of the contract between the school and the parents of pupils at the school. We expect parents to support the school. We will involve parents when a child displays inappropriate behaviour which we feel will benefit from a combined input from the school and the parents. Sometimes it may be necessary to involve two sets of parents to resolve issues involving more than one pupil.

Parents are also encouraged to promote good behaviour and positive habits in their children.

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head.

### **Involvement of Staff**

Staff will also be called upon from time-to-time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided when deemed necessary.

The working of the school’s policies and procedures will be discussed regularly at staff meetings.

### **Involvement of Outside Agencies**

Where a child has SEND, the school will liaise with outside agencies to establish a suitable approach to behaviour management that is conducive to that which is promoted in the

school setting given reasonable adjustments where advised (For example, Educational Psychologist, CAMHS).

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

### **Corporal Punishment and Restraint**

**Under Section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools.**

The prohibition includes the administration of corporal punishment to a pupil during activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in 'loco parentis' such as unpaid volunteer supervisors. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself.)' This is also in line with the DfE guidance "Behaviour and Discipline in Schools".

Like all schools, we reserve the right for all staff to use reasonable force to control or restrain a pupil in specific circumstances. The education and inspections act 2006 enables school staff to use "Such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to cause personal injury to any person including the pupil themselves." Any such physical intervention is recorded and forms part of a child's confidential record at the school. If an incident necessitates the use of physical intervention, the parents of the child/children in question are informed the same day or as soon as reasonably practicable. This procedure applies to both the EYFS and the school as a whole.

**Corporal punishment is banned at the school.** In the event of a child needing to be restrained, the Head teacher must be informed immediately. In the unlikely event that physical intervention is required, another member of staff, usually the assistant, should be alerted to take control and look after the rest of the class, whilst the form teacher handles the child in question. A responsible child should be sent to alert a teacher in the next form room. Any incidents should be handled sensitively and carefully and should be logged in a book designated for this purpose. This book is entitled '*Register of sanctions for serious misbehaviour*' and is kept in a locked filing cabinet in the school office.

## **Mrs Deborah Monteforte is responsible for behaviour in the EYFS**

The Foundation Stage believes in promoting positive good behaviour, in all our children, guarding against harassment and bullying and deals constructively with any unacceptable behaviour taking into account any related difficulty or disability.

The emphasis is on promoting self-confidence by encouraging consideration for each other, their possessions, the Foundation Stage environment and the school environment.

We will praise children and acknowledge their positive actions and attitudes and instil a sense in the children that we value and respect them. Children will find that by showing respect to others they will receive respect in return.

The children will be awarded stickers for good behaviour and kindness they will also receive Headteacher's awards. We aim to create an environment where good behaviour and kindness are the norm.

The balance between Reward and Sanctions should be biased in favour of rewarding acceptable behaviour. The satisfaction gained from completing a task well or by behaving in a responsible way is a reward in itself. However this can be reinforced through appropriate forms of praise:

- Immediate teacher approval, vocal praise, smile, stickers.
- Children are also encouraged to give verbal praise to their peers.
- Written comments in books
- Show work to Head of Foundation Stage and Head Teacher
- Sending the child to share work with other children or an adult
- Celebration of achievement award and 'Well done' stickers for behaviour/work presented in awards assemblies.

All adults connected with Avenue House need to be aware of the need to look for and praise incidents of desirable behaviour in these ways as often as possible.

There will also be occasions when sanctions/punishments need to be applied. However these should be used sparingly and applied in a way which will be seen as fair and consistent by all the children.

Adults must take into account the needs of the individual child. This may seem a contradiction. However identical sanctions may not always be appropriate for identical offences depending on the individual involved. Sanctions may vary and be appropriate to the child's need and age.

### **Minor Incidents;**

- Pushing
- Snatching a toy or something from another child

Children will be made aware that you have seen their behaviour and be asked to stop. The adult will quietly and firmly explain what was wrong with their behaviour. If necessary the child will be moved to another area of the room or playground.

### **Inappropriate Behaviour;**

This can be defined as-

- Kicking or biting
- Aggressive behaviour, verbal and physical
- Disruptive behaviour

### **Procedures for inappropriate Behaviour:**

This form of behaviour needs to be dealt with immediately. The child will be spoken to quietly by an adult who will explain that when they feel upset or angry they need to approach an adult for help, rather than dealing with the incident themselves.

If the incident occurs in the playground the teacher should be informed immediately.

The parents will be informed verbally and in private of any inappropriate behaviour displayed.

Anti-social behaviour will be dealt with immediately whether in the Reception, Nursery, and Gym, library or playground. The child concerned will be asked to talk about what she/he has done. The child will be taken aside and not allowed to continue to play or choose his own activity for a limited period of time. The child will also be asked to see if the person they upset or hurt is alright and if they meant it, to say or show they are sorry.

Children will be encouraged to recognise that fighting and hurting others is not acceptable behaviour and taught that certain actions are right while others are wrong.

Children will only be removed from activities such as swimming or school trips if the behaviour of the child is considered to be a Health & Safety risk to themselves and other children. This will always be discussed with the child's parents.

In the Foundation Stage we believe in promoting positive behaviour and children are encouraged to learn non-aggressive strategies to enable them to stand up for themselves, so that adults and children listen to them. The theme every child matters is continually reinforced.

Every opportunity is created to give the children an opportunity to speak openly about all their feelings.

The basis of our school rules are common sense and kindness to others.

## **Procedures for informing Parents.**

We hope to see parents daily so they are continually kept updated on their child's progress and happiness in the Foundation Stage. However, if their child is persistently unkind to others or has displayed inappropriate behaviour they will be asked to come in for a meeting to discuss their child's behaviour. We aim to work closely with parents to ensure consistency of boundaries between home and school.

If considered necessary the teacher and Person responsible for Foundation stage behaviour will work alongside the parents to create a behaviour plan.

The SENCO will observe the child to see if their behaviour is linked with learning difficulties. If this is the case we will work with the early years SEND advisor.

Outside agencies will also be called in if considered necessary, to give advice on behaviour techniques or issues.

Reviewed: September 2023

Next review date: September 2024

(\*This policy can be made available in large print if required.)