

The Legacy Learning Trust

Abingdon Primary School

Behaviour Policy



Status & Review Cycle	Term	Year
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Lead	Mr Cooper	

This school is an academy within The Legacy Learning Trust.



Contents

1. Aims.....	3
2. Legislation and statutory requirements	3
3. Definitions.....	4
4. Roles and responsibilities.....	6
5. Pupil code of conduct and expected behaviour from pupils	7
6. Classroom management.....	8
7. Rewards, consequences and support	9
8. Pupil Property.....	11
9. Warnings and consequences	11
10. Malicious allegations	12

1. Aims

This policy aims to:

- Demonstrate how as a Thrive school we prioritise relationships whilst ensuring consistency of equitable expectations across our school community
- Provide a fair and consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

: This policy complies with our funding agreement and articles of association.

3. Definitions

3.1 Misbehaviour is defined as:

- Disruption in lessons, movement around school between lessons, and at playtime and lunchtimes
- Non-completion of classwork or homework
- Poor attitude or effort

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Refusal to follow a reasonable request from a staff member
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking including use of e-cigarettes or 'vapes', shisha pens for the purposes of 'vaping'
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives, weapons or other articles which could be used to commit an offence or cause harm, injury or damage to persons or property
 - Alcohol, cigarettes, 'vapes' or e-cigarettes
 - Illegal drugs or drug paraphernalia
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Behaviour in the community, including on the way to and from school, which may bring the name of the school into disrepute.
- Certain inappropriate use of mobile devices including the setting up or use of any social media accounts for the purpose of harming or insulting staff, pupils or members of the community or any actions online which may be deemed to bring the name of the school into disrepute.

Any instances of serious misbehaviour will lead to a sanction and could, in the most serious cases, lead to permanent exclusion of the pupil.

3.3 Child on child abuse

Children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- **Bullying** which is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against;

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- **Physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- **Sexual violence**, such as rape, assault by penetration and sexual assault
- **Sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- **Sexting** (also known as youth produced sexual imagery)
- **Initiation/Hazing** type violence and ritual

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying and safeguarding and child protection policies which can be found on the school website.

The school's anti-bullying policy includes details on

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and local governing body in preventing and handling bullying

4. Roles and responsibilities

4.1 The Local Governing Body

The Abingdon Primary School Local Council is responsible for reviewing and approving the written statement of behaviour principles and is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing and delivering this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that does not adhere to the pupil code of conduct. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS as appropriate and informing parents of significant behavioural incidents
- Implementing the universal bespoke support strategies
- Ensuring children who have a SEND plan for SEMH, have targets and strategies to support them effectively access the curriculum
- Ensuring that staff consider behaviour as a form of communication and look to support the child first and understand their needs, before considering the consequences
- Consider if changes in behaviour are linked to any safeguarding concerns and, if so, follow the schools Safeguarding procedures in line with KCSIE.

The Senior Leadership Team (SLT) and TAC team will support staff in responding to behaviour incidents and in promoting a positive learning ethos.

4.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Supports the schools ethos when dealing with behaviour
- Discuss any behavioural concerns with the school promptly.

5. Pupil code of conduct (School Rules)

- Keep your hands and feet to yourself
- Be respectful, polite and have good manners
- Listen to other people and be kind to them
- Be honest
- Respect property of the school and others

We believe that by expecting staff and pupils to follow these rules they will develop

- Self confidence
- Self-discipline
- Next door neighbour qualities and traits
- A respectful school community

By adhering to the pupil code of conduct pupils will uphold the values of the ARCH:

Aspirations	Be the best you
Resilience	Be positive
Commitment	Be ready
Harmony	Be kind

5.1 Expected behaviour for pupils

All staff should constantly and consistently emphasise the importance of high standards of behaviour and should ensure that the pupils are familiar with the following:

Entry into School – Pupils must enter by their class door entrance on time:

- Nursery: 8:30 (Morning) 12:15 (Afternoon)
- Reception: On site for 8:50 in preparation for 8:55 registration
- Year 1 to Year 6: On site from 8.35 in preparation for 8:45 registration

This ensures that the school community is ready to learn and no minute is wasted.

In corridors - Pupils should walk in a quiet and sensible manner. Doors should be held open for others with courtesy and respect encouraged at all times.

Inside a classroom – Pupils will adhere to the code of conduct and follow the direction of staff and adults without question.

Play time/Lunchtimes – We expect all pupils to uphold the highest standards of behaviour during lunchtime. A whistle will sound at the end of lunch to prompt pupils to stand still. The second whistle will indicate movement towards their lining up spots.

Care for the School - Pupils must not mark the walls or desks etc. They should put litter in the bins provided. Pupils should place left over food or rubbish into the bins aiming to help keep the dining hall clean and tidy whilst demonstrating the pupil code of conduct.

Eating - Eating and drinking at lunchtime is not allowed anywhere in school other than the dining hall. Pupils can drink water which is freely available in school.

Equipment - Pupils should not bring personal equipment/toys to school. Great care should be taken with school books and other equipment. Pupils should also bring a school bag/book bag each day.

Good manners – Pupils are expected to behave in a reasonable, caring, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner, demonstrating the ARCH values.

Toilets - Pupils are encouraged to visit toilets at break, lunch (but we understand younger pupils may need to go during learning time) rather than during lessons. Pupils are expected to respect these shared areas and keep them tidy.

Litter – We expect all pupils to respect our school community by depositing litter in the numerous bins which are provided in all classrooms, toilet areas and in designated areas of the yard.

School Teams/School Trips – Any pupil who is to represent the school either in a sports team, a club or on a trip are regarded as ambassadors for the school. For that reason, we expect the highest standards of behaviour and effort from those pupils at all times. Pupils not showing exemplary behaviour and effort may have their places on teams/activities/trips revoked. This will be at the discretion of the Headteacher. The school is not obliged to refund any deposits lost on trips as a result of poor behaviour or effort.

Local Community – All pupils represent the school when they are wearing the school uniform. For this reason, we expect all pupils to be mindful of this and treat members of the public with the utmost respect including on local buses, in shops, and on the way to and from school. Pupils can expect to receive a sanction if they are found at any time:

- To be bringing the name or reputation of the school into disrepute
- Be involved in something which could have repercussions for the orderly running of the school
- To pose a threat to another pupil, staff member or member of the public

Abingdon Primary School takes the behaviour and conduct of the pupils in the community very seriously and asks all members of the school community to maintain the highest levels of conduct, displaying our core value of the ARCH at all times. Any breach of the Behaviour Policy in the community may result in a sanction, and in the most serious cases, could result in permanent exclusion from the school.

Abingdon Primary School reserves the right to share information with the police and other local agencies in the identification and support of young people involved in anti- social behaviour and criminality outside of school at any time. This will be done in accordance with the schools Data Protection Policy.

Social Media – Pupils are reminded that in accordance with the Acceptable Use Policy, any breaches of the school behaviour policy on social media or other online platforms could be defined as serious misbehaviour and may result in an appropriate sanction which, in the most serious cases, may result in a permanent exclusion from the school.

Mobile Phones – Abingdon Primary School permits home walkers to leave devices at the front office to be collected at the end of the day following agreement with SLT if it is deemed necessary to their safety.

Uniform and appearance – Staff have a particularly important role in maintaining high standards of uniform and school will support families struggling with hardship. Please refer to the Uniform Policy for more information.

5.2 Adaptations and considerations

As a school, we recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We have an individualised, graduated approach for when the behaviour might be a result of educational, mental health or other needs and vulnerabilities in line with the DFE Respectful School Communities document.

The school's special educational needs coordinator and phase leaders will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners, inclusion support and the bungalow to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan

support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

6. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and use the following strategies, linking to our ARCH values as and when relevant.

6.1.1 Relationships – As a Thrive trauma informed School, Abingdon School understands and prioritises relationships above all else in supporting positive behaviour across school. Relationships between staff and staff, staff and pupils and pupils and pupils. All staff to develop a positive relationship with pupils through strategies which will include:

- Greeting pupils at the start of the day and after lunch
- Establishing clear routines and catch pupils doing the right thing
- Giving clear choices and consequences which are appropriate to the age and stage of the child.
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour and tackling misbehaviour using the principles of PIP/RIP (Praise in Public/Reprimand in Private where possible and appropriate to the age and stage of the child)
- Using language of de-escalation (PACE)
- Using preferred supportive strategies (See 7.2)
- Working with the TAC team to understand the needs of the whole child
- Adhering to classroom behaviour flowchart
- Concluding the day positively and starting the next day afresh
- Using positive reinforcements
- Focusing on what you want the child to 'do' rather than what you 'don't' want them to do.

6.1.2 Learning environments - Create and maintain a stimulating environment that encourages pupils to be engaged.

6.1.3 Adaptions - Ensure the physical/emotional environment has been appropriately adapted to regulate pupils so they are ready to learn as well as adaptations of resources and provision so pupils can access the curriculum and have the opportunity to thrive.

6.1.4 Pupil code of conduct - All staff should demonstrate and uphold the school rules (Pupil code of conduct) at all times.

6.1.5 Classroom rules – All staff should establish the non-negotiable classroom rules at the start of each academic year and re-visit at least half-termly or as needed to support mobile pupils. Staff should be the model of the school rules.

7. Rewards, consequences and support

7.1 Rewards

Positive behaviour will be rewarded and celebrated within the school community and with parents where a child has demonstrated the values of the ARCH.

- **ARCH Points** – Pupils are awarded ARCH points throughout the school day for demonstrating values and behavior linked to the pillars that uphold the school's vision. These are recorded as class dojo points. ARCH points should not be given in multiples.
- **Positive praise** – Staff are encouraged to recognise and reward positive behaviour through verbal and non-verbal feedback.

- **HT/DHT sticker** – Pupils can be sent to the HT/DHT in recognition for work or behaviour that has gone above and beyond the expected
- **Attendance and Punctuality Awards** - are presented termly and annually to pupils with outstanding attendance and punctuality whilst recognition is also given to improving or improved.
- **ARCH Assembly** – Pupil of the week in each year group is awarded a certificate for demonstrating ARCH values at a celebration assembly
- **Weekly ARCH trophy**- A trophy is awarded to a pupil that has gone ‘above and beyond’ with regards to the ARCH values. This is awarded by the Head Teacher or Deputy Head Teacher on a weekly basis.
- **Internal reward systems** – Staff are able to develop and use own internal class reward systems to promote and reinforce positive behaviour including certificates and stickers.
- **Celebration of Achievement** - the major awards ceremony of the academic year where pupils of all ages receive trophies, certificates and other awards for their achievements during the year.
- **TAC Team Feedback** – Pastoral Support Assistant/Wellbeing Lead maintain contact with parents to discuss positive attainment and achievement.
- **Social Media** – Social media outlets update parents and the local community with successful educational, residential and academic progress within the school community
- **Trophy Assembly** – celebrating achievements across the curriculum and the ARCH every term

7.2 Support

- No two pupils will ever be the same and some will be more different to others. Fairness isn’t giving everybody the same thing, but giving individuals what they need.
- When pupils do not follow school rules in line with ARCH principles, this is dealt with in a supportive and fair manner. As every child is an individual, consideration needs to be made with regards to the appropriate supportive strategies.

Universal Offer of Supportive Strategies.	
PACE (Playful, Acceptance, Curiosity, Empathy) Verbal advice & support Reassurance Negotiation Step away Positive praise (Stickers, ARCH points) Distraction Noise cancelling devices (eg ear defenders/loops) Visual aids to help offer choice and reinforcement for those pupils who are non-verbal. Holding in mind Fidget toys Scaffolds to support learning	Caring touch Planned ignoring Time in – change of environment Time in - directed with adult Fresh face Motivational rewards Now and next boards/Working for boards Daily check in Transitional objects Movement break (individual or whole class movement activity as part of our ordinarily available provision) Sensory Room/Soft Play Sensory circuits

When a child is displaying challenging or unusual behaviours we always think; What has happened to you? Not, what is the matter with you?

'The problem is the problem. Not the child.' (Long, 2016)

All pupils, especially pupils with SEND often respond particularly well to rewards for positive behaviour rather than consequences for negative actions. This could be verbal praise, stickers, or learning time for a preferred activity. The key is to make the reinforcement immediate and specific, so the pupil knows exactly what behaviour is being rewarded.

7.3 Physical restraint

In some circumstances, staff may use reasonable force (Team Teach techniques) to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.

Staff will avoid dealing with an agitated child wherever safely possible to avoid escalating the situation. A deliberate time-in may be required to enable the pupil to calm down before they are ready to talk.

However, in an emergency the use of physical intervention by other staff can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable, proportionate and necessary.

A register of Team Teach trained staff and staff authorised to use Team Teach Positive Handling techniques is recorded on CPOMS.

7.4 Recording

Incidents where physical interventions have been used should be reported to the Headteacher, or in his absence the Deputy Headteacher/Assistant Head Teacher.

A Physical Intervention Form must be completed within 24 hours after the incident signed by the Headteacher and a scanned copy placed on CPOMS.

7.5 Training

Our staff are provided with training on managing behaviour, including proper use of restraint (for authorised staff only), as part of the ongoing professional development programme.

8. Pupil Property

8.1 Confiscation, Searching and Screening

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search for any prohibited item set out in section 3 of this policy.

The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and

advise other members of staff if this situation arises.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Consequences for misbehaviour and serious misbehaviour

As a Thrive school we understand that behaviour is a form of communication, however, at times there does need to be a consequence, so pupils are able to understand there are implications to not following rules. This is to ensure pupils are prepared for life in wider society.

Teachers use the following set of classroom warnings and consequences to maintain classroom expectations. These need to be considered and applied once staff have supported the child through the universal offer. The teaching team must always look at themselves, the environment and the offer, before they look to give consequences.

1. Warning verbal or non-verbal

A child will be reminded about expected behaviour.

2. Final warning with consequence explained

A child will be reminded with the consequences explained.

3. Complete work in change of environment (partner class)

A child will be given a change of scene to complete their learning.

4. 'Time in' with a member of TAC team or SLT

A child may need help to regulate themselves or some time away from the classroom/playground with an adult. At Abingdon the SLT and TAC team are readily available to support and the wellbeing area can be accessed by pupils who need some additional support or time to reflect.

5. Behaviour monitoring report

A child may be placed on report by The Headteacher, Deputy Headteacher, Assistant Headteacher. Wellbeing Lead/PSA will follow up and issue report card and inform parents stating the reason. When on report pupils will have all privileges removed and must successfully pass the report each day achieving 5/8 smiley faces for a five-day period. At this point the parents will be informed.

6. Internal reflection

The Headteacher, Deputy Headteacher, Assistant Headteacher have the authority to refer pupils to an internal lunchtime reflection which will take place in the Head/Deputy Head office. Pupils will eat with a member of staff and then complete any work for the duration of lunchtime.

7. Behaviour Plan/Further support

If pupils are repeatedly reaching this stage, they may need further support. This might be in the form of a behaviour plan which is a written plan that outlines strategies to improve challenging behaviours. The primary goal is to help pupils learn and use more appropriate behaviours by understanding the reasons behind their actions and providing strategies to address them. Other additional support for behaviour may include wellbeing time with TAC team, Thrive Profiles, referral to the Outreach and Inclusion team.

CPOMS will be utilized to record persistent misbehaviors and for every serious misbehaviour.

9.1 Suspensions and Permanent Exclusions (please see separate policy)

Suspensions (formerly Fixed Term Exclusion) from school:

There is a separate policy for exclusions and how they are administered at Abingdon Primary School

this can be found on the school website. Suspensions are always a last resort and will occur for instances of serious misbehaviour.

The Headteacher, has the sole power to suspend pupils from school. In his absence, the responsibility passes to the Deputy Head Teacher. All parents will be issued with a letter, detailing the reasons of the suspension and the expectations on them and the child for the duration of the suspension. Staff will be expected to provide work for pupils who are suspended from school. All suspensions will be reported to the Inclusion Officer and, in the case of any pupils with EHCPs or CP, to the Middlesbrough SEND team and Social Worker (as relevant). Following the suspension, and prior to starting back in school, parents to attend a reintegration meeting with the Head Teacher or Deputy Head Teacher.

9.2 Permanent exclusion

The decision to permanently exclude a pupil is never taken lightly but will be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school or within the school community.

10 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, this may be deemed serious misbehaviour. The Headteacher will issue consequences to the pupil, if deemed appropriate, in accordance with this Behaviour Policy.

Please refer to our Safeguarding & Child Protection Policy on the website for more information on how we respond to allegations of abuse.

The Headteacher will also recognise and consider the duty of care they have of staff accused of misconduct in responding to such allegation

