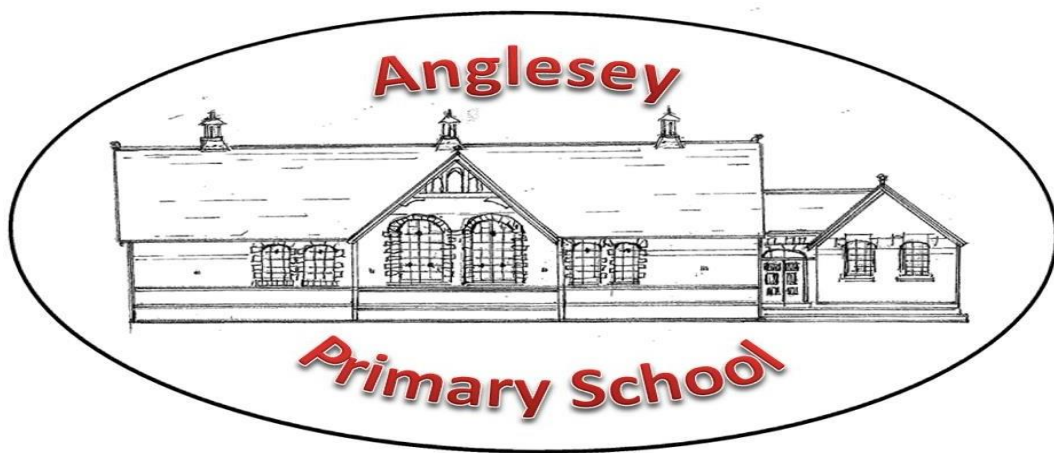


# Anglesey Primary School



## Behaviour Policy

Reviewed September 2023

To be reviewed September 2024

## Anglesey Primary School Behaviour Policy

### **Rationale:**

Anglesey Primary School strives to provide the children with a safe, learning environment. If all concerned with school and home, work together in true partnership we can make the time the children spend at Anglesey Primary School an enjoyable and informative experience.

### **Aims:**

At Anglesey Primary School we aim to:

- Have an agreed common, consistent approach to dealing with all aspects of behaviour which incorporates clear guidelines for all pupils, parents and staff both teaching and non-teaching);
- Lead the children towards self discipline and consideration for others;
- Reinforce appropriate behaviour by prompting independence and self motivation;
- Reinforce a positive strategy towards behaviour.
- Build a school community that shows respect for others, their beliefs, values, and for the school environment.

### **Methodology:**

At Anglesey Primary School we have a set of rules that all children are asked to follow.

*These rules will be applied consistently by all staff throughout the school at all times throughout the day.*

### **In the classroom and around the school buildings these are:**

1. We keep our hands and feet and other objects to ourselves.
2. We speak politely to everyone.
3. We do as we are told first time.
4. We put up our hands and don't call out.
5. We walk round school sensibly.
6. We listen to whoever is speaking.
7. We finish our work in the time set by our teachers.

### **Parental Responsibilities**

1. Support the school's behaviour policy so we can achieve the best outcome for all children.
2. To be committed to attend meetings to discuss your child's behavior
3. Set a good example of behavior when dealing with matters in school.
4. Approach members of staff with concerns and do not try to attempt to resolve disputes which may arise between children on the school premises.
5. Take responsibility for their children if excluded and attend a return to school meeting when required.

## **Framework for Intervention.**

As part of our overall behaviour strategy we have taken on board the Framework for Intervention behaviour strategy. The school's Pastoral Director implements the strategy along side the school's behaviour policy. They are responsible for supporting staff and helping to draw up Individual Behaviour Plans where necessary.

### **Persistent negative behavior**

If a child has been identified as having persistent negative behavior they will receive an internal exclusion. The SLT/ Phase lead will ensure the Pastoral Director is notified and parents will be informed to attend a meeting, this meeting will be held with the class teacher and Phase lead or Pastoral Director. Support will be offered to help manage potential behaviours at school and at home. We subscribe to Malachi which is a supportive agency. If a child has received an internal exclusion they will also receive a report card to support and monitor their behavior.

### **Report cards for Ks2**

A report card will allow session by session monitoring and an evaluation of behavior to help determine patterns and extra support that may be needed. The intervention will run for a period of 6 weeks and then reviewed with the child, class teacher, parents and Phase lead/SLT or Pastoral director.

### **External exclusions**

Subsequent internal exclusions will trigger an external exclusion. If a child reaches 3 internal exclusions over a short time period, a meeting will be held with parents, child and the Head teacher. We follow Birmingham L.A exclusion policy. We do not take excluding children lightly.

### **Rewards and consequences:**

At Anglesey Primary School we actively encourage good behaviour by use of a positive system of praise and recognition. The system is consistent but graduated over the different phases of the school.

### **Foundation Stage:**

In Foundation, children work towards the early learning goal:

Understands that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

#### Nursery

1. We listen
2. We share
3. We are friends with one another
4. We look after our things
5. We walk in the classroom
6. We use a small voice in the classroom.

These expectations are displayed on the walls in the form of photos and symbols and a set of expectation cards is worn by each practitioner.

#### Rewards:

1. Praise
2. Stamps/ stickers are given
3. Child's name will be put on the POS

#### Sanctions

1. A verbal warning will be given and the child will be shown the hand held expectation cards in order to remind them of the appropriate behaviour.
2. The child will be separated from the situation, their name will go on NEG, to think about what their behaviour should be.
3. The child will be taken to another classroom for a cooling off period.

Nursery - In the case of extreme continuous inappropriate behaviour parents will be asked into school to discuss and support strategies for behaviour improvement

In addition, foundation practitioners employ the High Scope approach to solving problems and conflict resolution. It is based on the theory that, with the support of sensitive adults, children can learn to solve conflicts for themselves. It is based on 6 simple mediation steps that practitioners use with the children during emotionally charged conflicts. The 6 steps are:

1. Approach calmly
2. Acknowledge children's feelings
3. Gather information
4. Restate the problem
5. Ask for ideas for solutions and chose one together
6. Be prepared to give follow up support.

#### Good Work

Children are rewarded with praise, stickers and may be sent for praise and stickers from the Deputy/Head teacher.

## Rewards and Sanctions

### Rewards

1. Verbal praise
2. Name on positive side x1
3. Positive side x2. The reward will be a star.
4. Positive side x3. The reward will be a star and a sticker.
5. Positive side x4. The child is awarded 2 stars and will be brought to the Headteacher/ Deputy Headteacher for a sticker and the behaviour logged on Bromcom.

Children have individual 'star charts'. Children receive certificates for 10, 25, 50 stars and 100 stars certificates are given at the end of the year.

During assemblies the Headteacher/Deputy Headteacher will draw some winners of the Gold awards for exceptional work or behaviour. They will receive a special award or a prize. KS1 pupils bring their good work to assembly and receive a prize.

Children can also be sent to the Head teacher or Deputy Head Teacher at any time if a member of staff thinks that either a piece of work or excellent behaviour warrants a positive comment in the Behaviour section of Bromcom.

NB. Once rewards are given they should not be taken away.  
If bad behaviour occurs the sanctions should be used as described above.

### Sanctions

1. Verbal warning
2. Name on negative side x1
3. Negative side x2. The child is separated from other children, within their own class for up to 30 minutes. (5 minutes for Reception and KS1)
4. Negative side x3. The child is sent to the Year Manager's or another class within their year group for up to 30 minutes (5 minutes for Reception and KS1). That class teacher will not refer to the child's behaviour, only providing a time out space.
5. Negative side x4. The child is sent to SLT and a record is made on the Behaviour section of Bromcom.

### Severe Clause

If a child:

- Willfully inflicts harm on another child
- Willfully destroys property
- Overtly refuses to do what he/she is told
- Does anything that prevents the rest of the class from functioning
- Deliberately endangers someone else

The Head teacher, Deputy Head Teacher will be involved immediately.

If a child has been sent to the HT/DHT for behaviour under the Severe Clause, the HT/DHT, may use an additional sanction, resulting in a pupil losing their playtime or Lunchtime. The pupil will be supervised in school, by a member of staff if this sanction is used.

Incidents of bullying, homophobic bullying, cyber bullying and racist bullying will be reported on My concerns by any member of staff who is aware of the incident which then will be followed up by a member of SLT/DSL/ Head teacher or Deputy Head.

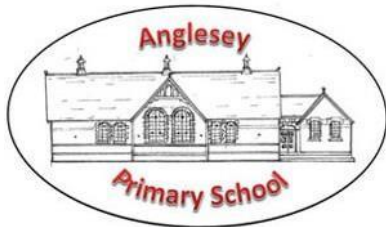
### Lunchtimes

### Rewards

1. Praise the pupils.
2. Pupils will be awarded stickers for good behavior.
3. If a pupil's behaviour has been exceptionally good during the lunchtime then the lunchtime supervisor should inform the class teacher.

### Sanctions

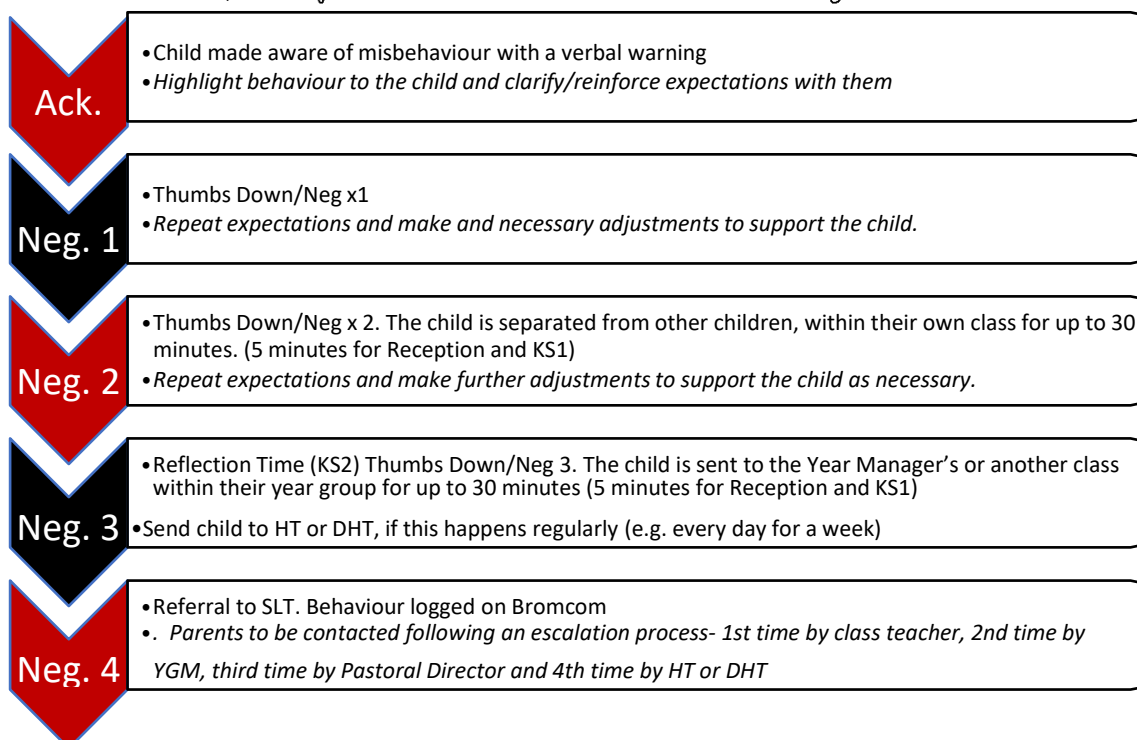
Refer any negative behaviours to class teachers or to a member of SLT on duty.



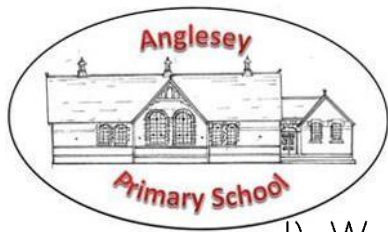
## Positive Behaviour Pathway

### Our Seven School Rules

- 1) We keep our hands and feet and other objects to ourselves
- 2) We speak politely to everyone
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- 7) We finish our work in the time set by our teachers



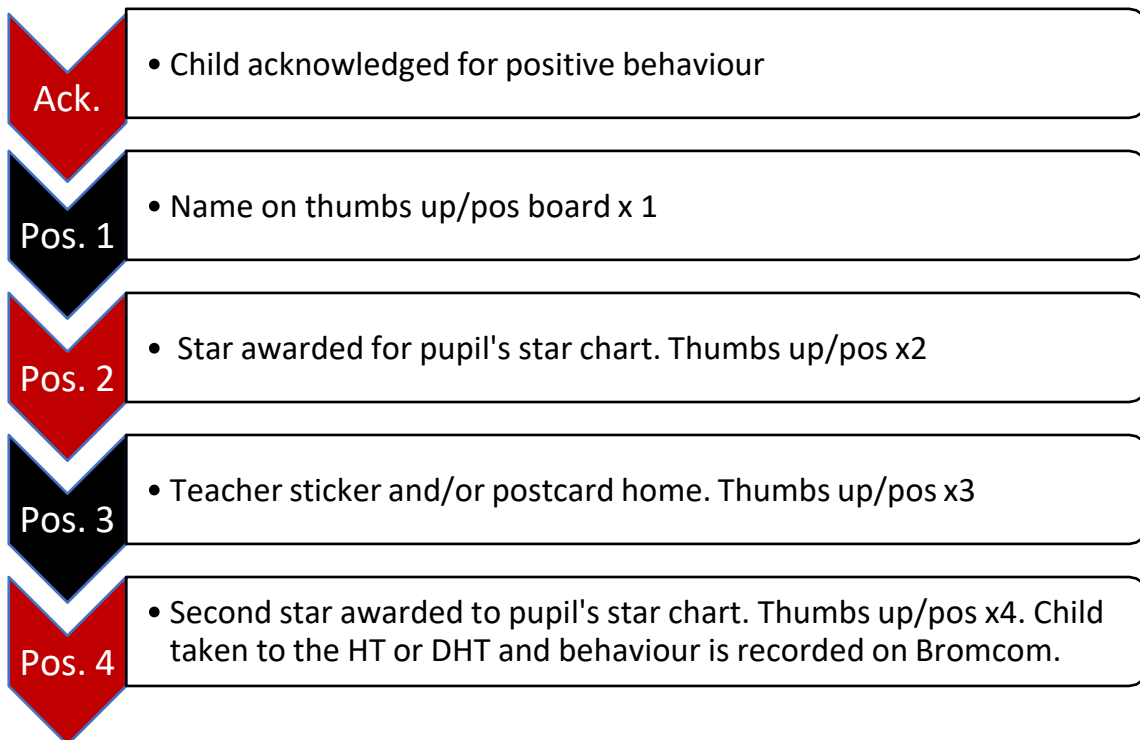
Acknowledgment: Make child aware of behaviour	Negative 1: Verbal warning
<ul style="list-style-type: none"> <li>• Not adhering to "Our Seven School Rules"</li> </ul>	<ul style="list-style-type: none"> <li>• Persistence of Acknowledged behaviour</li> </ul>
Negative 2: Written warning	Negative 3: Reflection and Reparation
<ul style="list-style-type: none"> <li>• Persistence of Negative 1 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Persistence of Negative 2 behaviour</li> </ul>
Negative 4: Referral to SLT	
<ul style="list-style-type: none"> <li>• Persistence of Negative 3 behaviour</li> <li>• Wilfully inflicting harm on others               <ul style="list-style-type: none"> <li>• Wilfully destroying property</li> </ul> </li> <li>• Overtly refusing to follow instructions               <ul style="list-style-type: none"> <li>• Deliberately preventing learning</li> </ul> </li> <li>• Deliberately endangers themselves or others</li> </ul>	



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Acknowledgment of child's positive behaviour	Positive 1: Name on Positive board
<ul style="list-style-type: none"> <li>Demonstrating adherence to "Our Seven School Rules"</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrating Acknowledged behaviour</li> </ul>
Positive 2: Star awarded for star chart	Positive 3: Teacher sticker and/or postcard
<ul style="list-style-type: none"> <li>Consistently demonstrating Positive 1 behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrating Positive 2 behaviour</li> </ul>
Positive 4: Congratulated by SLT	
<ul style="list-style-type: none"> <li>Consistently demonstrating Positive 3 behaviour</li> <li>Positive contribution to the school ethos and demonstration of the school values                             <ul style="list-style-type: none"> <li>Exceptionally kind, caring or thoughtful behaviour towards others</li> </ul> </li> </ul>	