



POSITIVE BEHAVIOUR PROCEDURES

Audley Primary School

Positive Behaviour Procedures

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Background

As a member of the drb Ignite Multi Academy Trust, we follow the Trust's *Behaviour Policy*. This can be found on our school website and also on the Trust's website. These *Positive Behaviour Procedures* reflect how our school will follow and implement the Trust's Policy and are contextualised to meet the needs of our unique school community. Meeting the diverse needs of our pupils will always be the foremost consideration of both the school team and the Trust

Creation of an environment with good relationships and learning behaviours

We believe that effective, transformational teaching and learning requires excellent behaviour and attitudes in all aspects of school life. As such, we aim to create a purposeful environment by paying attention to key aspects of our provision.

Relationships at the centre of our vibrant school community	➔	We believe that strong relationships support pupils to feel safe and valued. We prioritise the building of caring and responsive relationships for everyone in school
Structures encouraging good learning behaviours, healthy relationships and self-discipline	➔	We have clear rewards, sanctions and consequences in place. These are supported by structures that encourage good learning behaviours and self-discipline. In addition, we train staff consistently to ensure that they are confident and able to effectively manage behaviour inside and outside of classrooms.
Promotion of self-awareness, confidence and esteem	➔	We encourage pupils to value, honour and respect themselves and others. We are proud to be engaged in the <i>UNICEF Rights Respecting Schools Programme</i> which helps our pupils become self-aware, confident and empathetic young people.

Provision of a safe environment	➔	We ensure that there are always enough staff to ensure that pupils are physically safe and free from harm. In addition, we ensure that all pupils are taught about personal safety and that incidences of violence, bullying or harassment are not acceptable and will be dealt with swiftly and consistently.
Early intervention	➔	We try wherever possible to be proactive rather than reactive when dealing with challenging behaviours and situations. This helps to keep school a calm and happy place for all pupils to enjoy their learning and friendships.
Strong relationships with parents/carers	➔	We see parents and carers as partners in supporting children's wellbeing and learning. We aim to build meaningful and reciprocal relationships with parents and involve them actively in reviewing and implementing all behaviour procedures.
Encouraging responsibility from the start	➔	At every age, we actively teach and encourage pupils to take responsibility for their actions and to reflect on the impact for those around them.
Learning and improving together	➔	We ensure that all behaviour incidents are reviewed by the staff team and that relevant lessons are learned and improvements made as required. Where further staff training is highlighted, this will be considered a priority.

Roles and responsibilities

Within school, there are a number of roles and responsibilities relating to the establishment and implementation of our *Positive Behaviour Procedures*. In addition, our trustees, senior leaders and staff work together to ensure there is no differential application of the procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This is in line with the Trust's equalities policy and statement. We also work together to ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils

Pupils are expected to take responsibility for their own behaviour and are made fully aware of our procedures and expectations. These are further highlighted through our *Pupil and Parent Guarantees and Expectations Charter*. Pupils have a responsibility to ensure that any incidents of disruption, bullying or any form of harassment are reported to their class-teacher or a member of staff straight away.

Parents/carers

Parents and carers are responsible for the behaviour of their child both inside and outside school. We have good relationships with our parents and encourage them to work in partnership with school in maintaining high standards of behaviour. We also encourage them to raise any issues arising from the operation of our procedures.

Staff

Everyone working in school i.e. teachers, support staff and volunteers, are responsible for ensuring that our procedures are followed, and consistently and fairly applied both inside and outside school. Staff commitment to the implementation of our procedures is essential so that a safe and high-quality learning environment is created where pupils feel secure and cared for and can develop self-discipline and personal responsibility.

Headteacher and senior leaders

The Headteacher and senior leaders are responsible for the implementation and day-to-day management of the Trust's *Behaviour Policy* and these *Positive Behaviour Procedures*.

Trustees and the Trust Board

The Trust Board has responsibility for the establishment and implementation of a robust *Behaviour Policy*. This is kept under review in consultation with headteachers, staff and parents. The Trust Board ensures that the Policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Trustees support the school in monitoring and maintaining high standards of behaviour and expectations at all times through these *Positive Behaviour Procedures*.

Rewards, consequences and sanctions

We believe that a school ethos of encouragement is central to the promotion of good learning behaviours. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued.

Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals, groups and whole classes. Sanctions are also needed to respond to instances of challenging or inappropriate behaviour.

We have a structured set of age-appropriate sanctions which make a clear distinction between minor and major concerns. Their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

Rewards Programme

Individual Daily Rewards – ClassDojo

Pupils will receive ClassDojo for the following reasons:

- On Task
- Reading book and diary in school
- P.E. kit in school
- Perseverance
- Helping others
- Presentation
- Good manners
- Teamwork
- 100% attendance

Whole Class Daily Rewards – Marble

Classes will receive a marble for the following reasons (this is not an exhausted list):

- Whole class on task
- Behaviour around the corridors/ hall/ lining up
- All pupils bring in their reading books
- All pupils in correct uniform/ PE kit
- All pupils attending punctually

Weekly Rewards

During Celebration assembly on Friday pupils will receive the following rewards:

- Audley Value award per class
- ClassDojo 2 winners per class
- 100% Attendance sticker (all pupils)
- Presentation award per class
- TT Rockstar winner per class
- Marble winner for the phase – reading time with Assistant Headteacher and a treat of hot chocolate and marshmallows
- Sporting and achievements outside of school to be shared

Half Termly Rewards

Every half term, the pupil in each class with the highest number of dojos will receive a vending machine token to choose a new book to take home. Winners will be announced in an end of half term assembly.

Sanctions

Every teacher in school will use this behaviour chart to record poor choices. A new chart is used each day.

1. Friendly Warning

The teacher explains to the pupil, why they have a friendly warning. The pupil's name is written down – there are no further consequences if the pupils stop what he/she is doing.

2. Second Warning

The teacher explains what the pupil has done and gives them a second warning. The pupil has 5-minute time out in the classroom to reflect on what he/she has done.

3. Third Warning

The teacher explains to the pupil what he/she has done. The pupil goes to the Year group leader in their year group for 15 minutes time out to reflect upon what he/she has done. The Year group leader will talk to the pupil about what he/she has done. The class teacher will talk to the parents/ carers of the pupil to discuss the behaviour and next steps at the earliest opportunity- this will be logged on Scholarpack.

4. Fourth Warning

Once back in class, if the pupil continues to misbehave, they will miss their break time. During this time, a member of staff will speak to the pupil(s) about their behaviour choices whilst they complete a reflection sheet. The YGL will talk to the parents/carers of pupils to discuss behaviour and the next steps at the earliest opportunity- this will be logged on Scholarpack.

Red Cards

If there is a serious incident such as fighting, swearing, racism, vandalism homophobic language or if the pupil makes a further poor choice after seeing the YGL then the pupil will speak to the AHT who will speak further to parents/carers.

If a pupil receives a number of red cards in a half term, meetings will be organised with parents to identify how school and home can support the child to be successful in school.

Exclusion

Exclusion occurs when a pupil's behaviour results in their removal from lessons for a designated period. Exclusions may be fixed term or, in very exceptional

circumstances, permanent. Our school follows the Trust's *Exclusion Policy* and DFE *Guidance on Exclusions*.



[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

We will only exclude a pupil when there is absolutely no other option to maintain a safe and secure learning environment for everyone. We will not do so without the full support of the Trust and in full consultation with parents/carers and any external agency involved with the child. However, the Trust will not shirk from taking appropriate action when necessary. See the Trust *Exclusion Policy* for further detail.

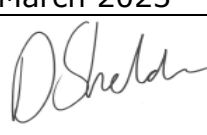
Bullying

Every pupil has the right to attend a school free from bullying. We are committed to ensuring any report of bullying is taken very seriously:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff as appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make an informed decision about the best course of action.
- Senior leaders will be kept informed at all times.
- Parents/carers will be informed of incidents and outcomes and will be involved in conversations as appropriate.
- Restorative and/or punitive measures will be used as appropriate and will follow consultation with all parties involved.
- A full record of any incident, actions and outcomes will be recorded on CPOMs allowing us to monitor effectively and ensure appropriate actions are taken and recorded.

Monitoring, evaluation and review

These procedures are consistently implemented and monitored throughout school. They are also monitored through the *Trust Improvement Board* which reports directly to our Trustees. The effectiveness and fitness for purpose of our procedures is reviewed annually and signed off by the Trust Chair.

Monitoring and review	CEO, Headteacher, Trustees
Links	Trust Behaviour Policy Pupil and Parent Guarantees and Expectations Charter Child Protection and Safeguarding Policy and Procedures
Staff responsible	CEO Executive Director of School Improvement Headteacher Staff
Committees responsible	Trust Improvement Board
Next review	March 2023
Sign off by Trust Chair	 Date: 30th March 2022

For note:

Should there be any changes/further national guidance issued relevant to these Procedures, they will be updated accordingly prior to the review date shown above and referred to the next Trust Improvement Board meeting.

Change Management

Issue no	Date	Change description
1.0	March 22	Full review