



**Sir Thomas Abney**  
PRIMARY SCHOOL

## **Behaviour Policy and Statement of Behaviour Principles**

<b>Approved by:</b>	The Governing Body	<b>Date:</b> June 2019
<b>Last reviewed on:</b>	June 2019	
<b>Next review due by:</b>	June 2020	

# Shine

## Our School

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all pupils to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, disability, sex, sexual orientation, gender reassignment, race and religion or background that is personalised to meet pupil's individual needs.

At Sir Thomas Abney we expect a high standard of behaviour from all pupils, staff and parents/carers. We believe that teachers should spend their time teaching and that pupils should spend their time learning and developing. This policy outlines the kind of behaviour we expect at all times and includes a set of rules, examples of rewards pupils can expect for following them and a series of consequences that will happen if pupils do not follow them.

These rules apply **all day every** day and in every situation-including the playground and school visits. All staff will use the school rules in as consistent a way as possible. This is to ensure the aims of the school are met.

## This policy aims to:

- Provide a **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 sanctions**

## 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 pupils with medical conditions at school](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Exclusions from maintained schools, academies and pupil referral units in England.](#)

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

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### **Roles and responsibilities**

**The governing body** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

It will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

**The headteacher** is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **All staff will:**

- Implement this behaviour policy consistently.
- Apply the school rules fairly and consistently.
- Encourage and reward good behaviour.
- Set a positive example to pupils at all times, modelling good behaviour.
- Remain calm and controlled, without raising their voices, when disciplining pupils and seek help when necessary.
- Remind pupils of the consequences of inappropriate behaviour.
- Where possible, explain to a pupil what they have done wrong and why action is being taken.
- Alert a member of senior management team where they have concerns about persistently poor or worsening behaviour in a pupil.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Always report violent, discriminatory or other serious incidents to a member of senior management team, as soon as possible after the event.
- Record behaviour incidents in line with school procedures.
- Respect each other's and pupils' differences with regard to disability, religion or belief, race, sex, gender reassignment and sexual orientation.

### **Parents and Carers are expected to:**

- Support their child in achieving the highest standards of behaviour.
- Behave in a way that sets a positive example to pupils.
- Ensure that their child attends school every day and that they are on time for the start of school at 8.55am.
- Ensure that they can be easily contacted throughout the school day.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Raise concerns about other pupils or parents/carers with the school rather than approaching them directly.
- Calmly discuss issues with their child and school staff.
- Ensure that their child is taught to respect others' differences with regard to disability, religion or belief, race, sex, gender reassignment and sexual orientation.

Any incidents of verbal or physical aggression towards staff, pupils or other parent/carers will be taken extremely seriously and may result in a bar from school premises or referred to the police for further action.

### **Pupil code of conduct:**

- We will attend school regularly and on time.
- We will co-operate with everyone in the school; being caring, polite and respectful.
- We will do as we are asked by all adults working in the school.
- We will look after other people's property and the school environment.
- In class, we will make it possible for others to learn.
- We will move around school in a safe and sensible manner.
- We will accept responsibility for our actions and accept consequences of these actions calmly.
- We will respect each other's differences.

### **Behaviour Management**

At Sir Thomas Abney we believe that maintaining a high standard of behaviour is essential for pupils to meet their full academic and social potential. We want a school environment where pupils can feel safe and secure, where their views and beliefs are valued and they are listened to and are treated equally and where they thrive away from the pressures of the outside world. Our **school rules (pupil code of conduct)** provide a fundamental basis for such an environment. As a consequence, violent or abusive behaviour from anyone is unacceptable.

Staff should not feel that they should have to cope alone with managing poor behaviour in the classroom or in the playground. It can only be successfully tackled by adopting a consistent whole-school approach where we all have a role to play in maintaining a clear ethos for the school.

Staff should never feel that they have somehow failed if they have to ask for help in managing behaviour. Indeed, it is vitally important that senior management are informed of situations where pupils are experiencing problems with their behaviour so that they can monitor the situation and assess the need for extra support. It is not in *any* pupil's long term interests for these issues to go unreported. Where pupils have Special Educational Needs and they are unable to meet the standard set in the school's behaviour policy, the school's special educational needs coordinator must be informed and a personalised approach should be discussed.

This guidance aims to outline the consequences of poor behaviour so that it can be dealt with throughout the school in a clear and consistent manner. This not only aims to deal with major incidents such as fighting and abuse, (which should immediately lead to a pupil being sent from the classroom or playground). It also seeks to impact on persistent low-level behavioural issues such as calling out and talking, which can so easily impact on class teaching. Any behaviour that is detrimental to other pupil's learning should not be tolerated.

### **A Positive Framework**

The school promotes *positive* behaviour management for all pupils – praising and rewarding wherever appropriate. The behaviour policy does not preclude the use of initiatives by staff to promote a positive learning environment and good behaviour.

We believe that the majority of pupils, most of the time, have a positive attitude to learning and good behaviour in class. Collective sanctions such as whole class punishments are therefore not to be used as they do not distinguish between those pupils who have behaved well and those who haven't, and are therefore not effective. On occasions whole classes may need to be kept behind to discuss important classroom issues.

Our aim is to ensure that all pupils are in their classroom learning throughout the day. Issues regarding unacceptable behaviour should be managed at playtimes and lunchtimes wherever possible. It is important that pupils do not miss out on their academic work and therefore should be sent to the office or kept in at play with work to complete.

It is not acceptable for pupils to be sent to stand outside a classroom as this has serious health and safety implications. The person in charge of the class has the responsibility to know where all pupils are at all times.

If a pupil needs to be isolated from others for poor behaviour then in the first instance this should be done within the classroom.

Alternatively, a member of support staff working within the class should take the pupil to work in another area of the school for a short period of time. If pupils are sent to a parallel class, in most instances this should be recorded on SIMS as a red card incident.

If this is not sufficient, support should be sought from a member of the pastoral team or a member of senior management asking to support the pupil in class.

We expect staff to remain calm and in control when disciplining pupils. We expect staff to be in regular contact with parents/carers if a pupil's behaviour is not acceptable or is deteriorating. They should also contact parents/carers if behaviour has improved or is always exemplary.

### **Rewards and Encouragement**

At Sir Thomas Abney we expect high standards of behaviour and academic achievement from *all* of our pupils. Our behaviour policy emphasises the need to praise pupils for a positive effort made in their academic studies and/or their behaviour. We also wish to praise and reward those pupils whose behaviour and effort is *always* to a high standard. These pupils should not be made to feel that their behaviour goes un-noticed.

Staff should draw from the range of rewards and encouragements outlined below to encourage pupils to reach their full potential. They should be used fairly and not under or over-used. We expect pupils to 'earn' their praise and to feel that they have done something well when they receive their reward. Emphasis is placed on all pupils being praised and rewarded.

- Praise from the teacher verbal, non-verbal, written
- Reward of a green card leading to individual medals
- class certificates
- house points, the collection of which may result in a green card
- Pupil to present work to the whole class
- Visits to other classes, the school office, the Deputy Headteachers and Headteacher to show good work and praise good behaviour
- Stickers, stars and certificates (2 pupils each week ) for good behaviour or academic achievement
- Use of 'Golden Time' (20 mins) - A reward system based on pupil's choice, e.g. computer time, board games, that takes place on a Friday afternoon. Pupils may lose some of their time depending on their behaviour.
- Key Stage and whole school Achievement Assemblies.
- Giving pupil's responsibilities – prefects, library monitors.

- Giving specific curriculum rewards e.g. in Literacy, Numeracy or IPC for hard work and progress

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 and the SEN Code of Practice 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 and will involve the support of the pastoral team.

Examples may include:

- Giving more chances and choices to prevent any escalation of poor behaviour and encouraging the pupil to resolve the issue themselves.
- Strategic seating in the classroom.
- Behaviour plans in the classroom or at lunchtimes.
- SMART targets with rewards and consequences.
- Home school communication book.
- Time out from the classroom.
- Time in school with a named adult.

The school's special educational needs coordinator with the pastoral team 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 and/or others, 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 them. We will work with parents/carers to create the plan and review it on a regular basis. Referrals are coordinated by the special educational needs coordinator or pastoral manager and parental permission is required.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **‘Yellow/Red Card System’ for Classroom and Playground Behaviour Management:**

The standard that the school expects is outlined in the school rules (**the pupil code of conduct**). These cover most aspects of poor behaviour and form the basis of the yellow/red card system. The rules (**the pupil code of conduct**) should be prominently displayed in the classroom and children should be reminded of them. Breaking school rules (**the pupil code of conduct**) should lead to the issuing of yellow and red cards and sanctions for doing so.

The school operates a ‘red card’ system. Pupils will be given 2 chances to change poor behaviour (two yellow cards). Any further poor behaviour will result in a red card. Pupils misbehaving in the playground may be sent inside. Serious incidents can lead to a straight red card.

### **Definitions**

#### **Poor behaviour:**

- Disruption in lessons, in corridors between lessons and at break times
- Non-completion of classwork or homework
- Displaying a poor attitude

#### **Serious misbehaviour:**

(This is not an exhaustive list and there may be other situations where it is deemed necessary to involve senior management)

- Repeated breaches of the school rules (the pupil code of conduct)
- Wilful harm of another person (physical or verbal)
- Any form of bullying
- Unwanted behaviour that causes pain, humiliation, fear or intimidation
- Vandalism
- Theft
- Discriminatory behaviour including racism, religious intolerance, sexism, disability discrimination, homophobia, biphobia and transphobia
- Overtly refusing to comply with staff
- **Possession of any prohibited items.** (As outlined in the DfE advice regarding searching, screening and confiscation)
  - 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).

#### **Confiscation**

- **Any prohibited items found in pupils’ possession will be confiscated.** These items will not be returned to pupils.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.
- Searching and screening pupils is conducted in line with the DfE’s [latest advice on searching, screening and confiscation](#).

### **Classroom behaviour management should follow the sequence below:**

1. A verbal warning is given and the pupil offered a choice to behave correctly.

2. The pupil is moved to a seat on his/her own and/or a 'yellow card' issued and recorded on SIMS.
3. Another incident of poor behaviour during the course of the day will result in another yellow card which must be recorded on SIMS.
4. If poor behaviour persists, the child is issued a red card. All red cards must be recorded on SIMS with sufficient detail so that the parents/carers can be contacted.
5. Pupils will be required to miss all playtimes on the day following the issuing of a red card. If they receive a second red card they will miss all playtimes for two days. For any subsequent red cards, parents/carers will be required to attend a meeting with a senior member of staff where the child's behaviour will be discussed and sanctions and support may be put in place.
6. For serious incidents a straight red card can be issued.
7. Any member of staff sanctioning poor behaviour must seek to resolve this with the pupil.

**Playground behaviour management should follow the sequence below:**

1. A verbal warning is given and the pupil offered a choice to behave correctly.
2. The pupil is asked to move to a different part of the playground or to a different playground and a yellow card is issued.
3. If poor behaviour persists, the pupil may be issued with a red card and sent to the office. Where possible, the member of staff sanctioning poor behaviour must seek to resolve this with the pupil prior to them being sent to the office.
4. All cards issued at playtimes must be recorded on SIMS by the member of staff issuing the card along with a full explanation.
5. For serious incidents a straight red card can be issued.

**Further strategies for dealing with more serious behaviour:**

1. A meeting is arranged between the class teacher, a member of senior management or the pastoral manager, parents/carers and pupil as soon as possible. Where appropriate, other agencies may be invited to attend. Behaviour strategies will be discussed, resulting in a behaviour plan or targets for improvement. These will be shared regularly with parents/carers.
2. Serious or persistent breaches of the school's behaviour policy may result in exclusion.
3. Fixed term and permanent exclusions are seen as a final sanction and every effort is made to prevent them happening. All exclusions are monitored and reported to Hackney Learning Trust.

**Further strategies for dealing with pupils receiving yellow cards:**

1. Any child receiving 3 or more yellow cards in one week will be required to miss a playtime and will be given a warning.
2. If, in the following week, any subsequent yellow cards are received, they will miss their playtimes the following day.
3. If a child receives any more yellow cards during that half term, a red card may be issued and a meeting with parents/carers convened.



## Exclusions

The decision to exclude a pupil will be made in the following instances:

- Following a serious breach or persistent breaches of the school's behaviour policy.
- In instances where allowing a child to remain in school could seriously harm the education or welfare of children and others in school.

Exclusions can be for a fixed term period or permanent. The school may also decide to exclude a pupil internally or to exclude them from lunchtimes if necessary.

Sir Thomas Abney follows the statutory guidance, 'Exclusion from maintained schools, academies and pupil referral units in England' as well as Hackney Learning Trust policy.

Incidents are investigated and decisions to exclude are made by the headteacher (or deputy headteacher when deputising) based on the evidence and the balance of probability. Where a decision is made to exclude, parents/carers will be notified of the period of exclusion and the reasons for it.

When a child returns to school from exclusion, a 'return to school' meeting will take place on their first morning back. Parents/carers will be required to attend this meeting.

## Appeals

Parents/[carers](#) have the right to appeal to the governing body when a decision to exclude is made.

## Bullying

Bullying 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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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

NB all of the types of bullying mentioned in the table can be discriminatory in nature

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site in situations where:

- The pupil is taking part in an organised school trip or activity.
- The pupil is travelling to and from school.
- The pupil is wearing their uniform.

Misbehaviour at any time outside of school hours will be sanctioned if it:

- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.
- Could have repercussions for the orderly running of the school.

Incidents of misbehaviour including bullying and cyber-bullying, which take place outside the school will be fully investigated and appropriate sanctions taken.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Use of reasonable force and physical restraint**

Wherever possible, it is Sir Thomas Abney policy not to physically restrain pupils, however the school reserves the right and takes responsibility to do so when they may be:

- Hurting themselves or others
- Damaging property
- Causing disorder and refusing to leave a room when instructed to do so and is a danger to him/herself or others

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
- Be recorded and reported to parents/carers

### **Training**

Our staff are provided with training on managing behaviour as part of their induction process and key staff are trained in the correct use of physical restraint.

Behaviour management will also form part of continuing professional development.

The use of reasonable force and physical restraint is conducted in line with the latest DfE guidance on [Use of reasonable force in schools](#).

**Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and the governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

**Links with other policies**

This behaviour policy is linked to the following policies:

- Hackney Learning Trust Exclusions' Policy
- Child Protection and Safeguarding Policy
- The Use of Reasonable Force Policy
- Anti-bullying policy
- Hackney Learning Trust's Code of Conduct for staff
- Inclusion Policy
- Online Safety Policy

## **Appendix 1: written statement of behaviour principles.**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions will be used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Parents/carers are expected to support their child in achieving the highest standards of behaviour and to behave in a way that sets a positive example to all pupils
- Exclusions will only be used as a last resort, and all staff will carry out their statutory duties consistently where a pupils behaviour may result in a permanent or fixed-term exclusion
- Pupils are helped to take responsibility for their actions and to become caring young citizens who know right from wrong and who are able to make a positive contribution to society
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Staff foster and give opportunities for physical, social and emotional growth. This includes teaching pupils to be confident, self-motivated and self-disciplined

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body every year.

## Foundation Stage

At Sir Thomas Abney, we have high expectations of pupils' behaviour in the Foundation Stage.

We acknowledge that children start school with a diverse range of experiences and different personalities. Starting school can be challenging for all children – especially if they are encountering a large group of children for the first time. In addition, when children start school they have to be ready to learn how to communicate and respond to new adults.

Children join the Foundation Stage on a part time basis. In Reception, when their Key Worker feels they have settled in, they will be invited to stay for lunch and/or the whole day. The child's behaviour and attitudes are crucial to the settling in process. We want all children to be happy and to feel safe coming to school. We have to ensure that they are ready to show some care and respect towards others and themselves.

Children are gradually introduced to the school rules and these are presented in a positive way, with an appropriate amount of explanation. A coloured rocket (green/yellow/red) displayed in the class is used as a visual aid for communicating expected behaviour. Much of the work on children's behaviour in the Foundation Stage is ongoing and forms an essential part of the EYFS curriculum (PSED):

### **Dispositions and Attitudes:**

- Support children in developing positive relationships by challenging negative action/comments towards others
- Teach children to use and care for materials and trust them to do so independently

### **Self-confidence and Self-esteem:**

- Anticipate the best from each child and be alert for evidence of their strengths
- Ensure that each child is supported in new situations

### **Making Relationships:**

- Establish routines with predictable sequences and events (and prepare the children if there are any changes)
- Encourage children to choose to play with a variety of friends, so that everybody in the group experiences being included
- Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn

### **Behaviour and Self-control:**

- Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others
- Demonstrate concern and respect for others, living things and the environment
- Involve children in identifying issues and finding solutions
- Help children to understand what is right and wrong – and offer explanations for boundaries
- Be alert to injustices and let children see that they are addressed and resolved

### **Self-care:**

- Praise children's efforts to manage their personal needs, and to use/return resources appropriately

Children are regularly observed and assessed on the above, and staff plan 'next steps' in response to the children's behaviour and attitudes.

Positive behaviour also underpins the 4 EYFS Principles:

- **A Unique Child** - (Child Development; Inclusive Practice; Keeping Safe; Health & Well-being)
- **Positive Relationships** - (Respecting each other; Parents as Partners; Supporting Learning; Key Person)
- **Enabling environments** - (Observation, Assessment and Planning; Supporting every child; The Learning (emotional) environment; The wider Context)
- **Learning and Development** - (Play and Exploration; Active Learning; Creativity and Critical Thinking; Areas of Learning and Development, PSED)

We recognise the importance of positive relationships in fostering positive behaviour. We aim to work closely with parents/carers to build respectful and caring relationships with all children and families.

### **Rewarding Positive Behaviour in the Foundation Stage**

- We aim to ensure that each child in the Foundation Stage receives verbal praise and encouragement from an adult EVERY day.
- Stickers and certificates are given out regularly to reinforce positive behaviour. When they are ready, Reception children will attend weekly achievement assemblies.
- Good behaviour is shared regularly with parents/carers and held as an example to other children. Children's names will be put on the green part of the rocket for exceptionally good behaviour – which will be shared with parents/carers.
- Class/group rewards – e.g. star of the day, attendance

### **Dealing with unacceptable behaviour in the Foundation Stage**

1. Children are reminded of the positive behaviour that is expected
2. A brief explanation is given of why this is important
3. If the unacceptable behaviour continues, the child will be redirected to another activity
4. If the behaviour continues, or if a child hurts another child, then the child will be asked to sit in 'Time Out' (for 1 minute for each year of their life and/or when the child is calm). Their name will be put on the yellow part of the rocket (displayed in class).
5. The child's name will be displayed on the red part of the rocket and their parents/carers will be told about their unacceptable behaviour at the end of the day.
6. In cases of extremely unacceptable behaviour, or where there is little improvement, parents/carers will be called to attend a meeting with the child's Key Worker and a member of senior management. At this meeting, we will agree a way forward to support the child.

# What Happens if I Break School Rules?

## Guidance for children

### Why Are School Rules Important?

At Sir Thomas Abney we want children to perform to their highest ability. This can only happen if you show the correct behaviour for learning – listening well, doing as you are asked and respecting the school, staff and other pupils. We expect you to be calm, polite and considerate at all times, and in return you will be treated the same way by staff and rewarded for your good behaviour.

The school rules (**pupil code of conduct**) are there to make our school a safe and happy place – they are not to be broken. If you misbehave and you are asked by a member of staff to stop, you will be given 2 chances to improve (2 yellow cards). If the poor behaviour continues you will be issued a 'red card' and the incident will be recorded on SIMS. Your parent/carer will be informed. You will also lose playtime and be expected to make up any work that you have missed.

### What Happens If I Misbehave or Break School Rules (the pupil code of conduct)?

You will be given a clear choice about how to behave and we expect you to be responsible and make the right choice. Good behaviour will be rewarded. If you don't make the right choice these are the steps that **will** be followed:

1. I will get a verbal warning and given a choice to behave correctly.
2. If I continue, I will be moved to a seat on my own and/or issued a 'yellow card'.
3. If I still misbehave I will receive another 'yellow card'.
4. If this happens again at any time during the day I will be issued a 'red card'.
5. If I am issued a red card my parent/carer will be called and I will miss all my playtimes for one day. If I am issued a second red card, I will miss all my playtimes for two days. If I am issued three red cards my parent/carer will be asked to meet with the Pastoral Manager, Deputy Headteacher or Headteacher to discuss how I can improve my behaviour. I may spend one day in another class.
6. If I am issued three or more yellow cards in one week, I will miss a playtime.
7. If I am shown any more yellow cards in the following week I will miss two playtimes.

### If my behaviour is extremely unacceptable:

1. I will be given a 'red card' straight away. I can be given a red card for violent or abusive behaviour, swearing at others, damaging school or others' property, repeatedly ignoring instructions.
2. Violent or abusive behaviour will not be tolerated. Parents/carers will be called immediately to discuss.
3. Behaviour that seriously contravenes the behaviour policy and/or causes serious harm to others may result in exclusion.

## Rewarding Great Behaviour!

At Sir Thomas Abney School we celebrate when our children work well and perform to the best of their ability. We will reward outstanding effort and great behaviour with:

- Green cards will be awarded for exceptional behaviour or work.
- *House points awarded for good behaviour or work (your teacher may allow you to collect house points to get a green card.*
- Praise from your teacher and your name on the board or Never Yellow Club board
- Stickers, stars and certificates
- Visits to the Deputy Headteachers and Headteacher, other classes, or the school office to show good work and praise good behaviour
- Whole class rewards such as extra playtime.
- 20 minutes 'Golden Time' on a Friday afternoon
- Achievement Assemblies
- Extra responsibilities like prefects, library monitors etc...
- Giving specific curriculum rewards e.g. for hard work and progress in Literacy, Numeracy and IPC
- Phone calls, postcards or letters home telling your parents/carers about your great behaviour





## School Rules

- **We will do as we are asked by all adults working in the school**
- **We will walk quietly and sensibly around the school**
- **We will look after our school**
- **We will respect each other**
- **We will respect the school's and other people's property**