



# **Aragon Primary School**

## **Behaviour Policy**

**Strategic Lead: Rob Myers**

**Date: January 2024**

**Date agreed and ratified by Governing Body: January 2024**

**This policy will be reviewed at least annually and following any concerns and/or updates to the national and local guidance or procedures.**

**Review date: January 2025**

### **Aims of this policy**

This policy has been written to ensure that everyone in our school is aware of the expectations we have of behaviour and the structures to reward good behaviour and also how we deal with unacceptable behaviour.

At Aragon, we value positive relationships between staff and children which we believe are vital to the development of self-esteem and self-discipline. Developing such good relationships relies on the good behaviour of our pupils and should be encouraged and rewarded. Aragon has extremely high expectations of children's behaviour which we expect our parents to support.

We believe children should be treated fairly, consistently and with their individual needs accounted for, thereby making them feel valued within the school. At Aragon we have the duty to teach those values, attitudes and skills which foster mutual respect and a caring attitude in our children. We use assembly, class circle times and PSHE lessons to discuss such values. We believe that through rewarding and reinforcing examples of good behaviour, children's self-esteem is properly developed.

An emphasis is placed on courtesy and respect between members of the school community. Sanctions are managed swiftly and appropriately with all necessary partners informed as required.

### **Our Golden Rules are:**

#### **Whole School Rule**

We always try our best and we look after each other

#### **Class Rules**

Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do be honest	Do not cover up the truth
Do listen to people	Do not interrupt

## **These rules reflect our expectations**

### **We expect our pupils to be able to:**

- Move quietly around the school, not running inside the building
- Be silent in the hall before the start of assembly, during assembly and as they leave the hall
- Allow others to speak without interruption
- Remember that when addressed by an adult, they stop and listen
- Open doors and hold doors for adults as well as each other
- Take care of their own and school property
- Be on time
- Display good table manners at lunchtime
- Treat each other with care and respect
- Use their manners when addressing their peers with 'please, thank you etc'

### **In return the children should expect the adults in school to:**

- Listen to them when they speak
- Give them an opportunity to explain their actions before responding
- Be punctual for lessons and duties
- Set an example for the children to follow in their behaviour towards both adults and children

### **We consider these behaviours unacceptable:**

- Teachers, Teaching Assistants, Play Leaders, and Support staff are prevented from carrying out their duties because of children's behaviour
- Children are prevented from learning
- Children are rude and use unacceptable language
- Children show verbal and physical aggression
- Damaging property
- The misuse of social media and all forms of bullying including cyberbullying

### **Strategies used to promote good behaviour**

- Positive points on Classcharts
- Calm body language
- Praise for good behaviour rather than paying attention to bad behaviour
- Restorative conversations
- Give children time to respond after an adult has requested an action
- Give choices and consequences, for the child to make choices
- Positive notes home
- Where possible, discussions should take place in private so that there is no audience or public put downs
- Use language positively
- Remind the child of the rules
- At all times try to de-escalate rather than continue to build

## **Positive Rewards**

Class teachers may establish class rules based on the Golden Rules.

Class rules to be visited frequently in assembly in term one and then regularly after that.

Rewards will be used to encourage positive behaviour.

Positive points on Classcharts will result in one house having a termly whole school reward. E.g. first to go to lunch all week, or a mufti day.

## **Behaviour Toolkit**

Our teachers will use many behaviour management strategies to ensure positive behaviour. We believe that prevention is the best cure. A proactive approach can minimise negative behaviours. We must teach children how to behave well in different situations, maintaining clear boundaries and building trusting relationships and belonging

## **Sanctions**

Dependent on the severity of behaviour (see Appendix 2) teachers will follow the following format:

- **Step 1** – WARNING – clear message spoken calmly
- **Step 2** – Child may be asked to move desks or work away from other children within the classroom to break the cycle of behaviour. Supervision is maintained by the class teacher
- **Step 3** – Child is given negative points on Classcharts and the incident is recorded on Arbor. The class teacher may choose to issue a lunchtime detention.
- **Step 4**– Child is sent to the Year Lead to be sanctioned and may stay in their class for a period of time. The incident is recorded on Arbor.
- **Step 5** – Child is sent to the Phase Lead to be sanctioned and may stay in their class for a period of time. The incident is recorded on Arbor.
- **Step 6** – Child is sent to SLT to be sanctioned and this may result in an internal exclusion to another class. The incident is recorded on Arbor.

Parents will be notified via email if their child has had three negative incidents (see appendix 3) within a half term, asking them to discuss incidents of challenging behaviour at home. If poor behaviour continues, parents will be invited in to school for a meeting (see appendix 4 and 5) with the class teacher, or a member of the senior leadership team, depending on the severity of behaviour. The purpose of the meeting will be to resolve concerns and ensure all children have access to education free of disruption.

Serious incidents are recorded and monitored on Arbor. Children who are regularly breaching the boundaries are identified and their needs are discussed. Behaviour Support Plans (see appendix 6), created in consultation with parents, class teachers and parents, are written to help support those children who are struggling to follow The Golden Rules. These are shared with the appropriate members of staff. Targets are shared with parents and reviewed regularly (at least every two weeks).

## **Online Safety and Cyber bullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as possible after an incident has been reported or identified and provide support as appropriate.
- Follow Level 3 Behaviour sanctions for the perpetrator
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity.
- Inform the police if a criminal offence has been committed.
- Provide information to staff, parents and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

## **Fixed Term and Permanent Exclusions**

Only the Headteacher (or the Deputy Headteacher) has the power to exclude a child from school, either for a fixed period or permanently. Verbal or physical abuse of staff or other children is not tolerated. No one comes to our school to be hurt or insulted. Such behaviour will result in a fixed term exclusion. The length of exclusion given to a pupil will be carefully considered and can initially be between one and five days. However, exclusions for the same or similar reason for the same child will increase in severity and may result in a permanent exclusion.

A copy of our exclusion policy can be seen on request.

## **Children with Additional Needs**

There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required to comply with school rules and routines. In these instances, parents will be contacted prior to an e-mail being sent home.

Serious incidents are recorded and monitored on Arbor. Children who are regularly breaching the boundaries are identified and their needs are discussed with the SENCO/Inclusion Lead. Pastoral Support Plans are created in consultation with parents, class teachers and parents to help support those children who have specific behavioural needs. These are shared with the appropriate members of staff. Targets are shared with parents/carers and reviewed regularly (at least termly).

At Aragon Primary School we recognise that some children may, during their time at school display Social Emotional or Mental Health Difficulties. Our aim is to support these children within our positive approach to behaviour management. These children will be monitored by the Special Educational Needs Co-ordinator/Inclusion Manager and Senior Leadership and Management Team.

Additional resources are available to support children with identified needs. This could include support from

- Emotional Literacy Support Assistants (ELSA's) or Learning Mentors
- Nurture Group Workers
- Jigsaw4U worker
- Virtual Behaviour Service (Merton)
- Educational Psychologist
- Behaviour Specialist

This policy should be read in conjunction with policies on

- Anti-bullying
- Safeguarding
- Physical Handling
- Teaching and Learning
- Parent code of conduct

## Appendix I – Golden Rules Poster displayed in each classroom



## Appendix 2 – Levels of Behaviour (Consequences)



### **Appendix 3 – First e-mail to parents**

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given three detentions so far this half term.

The reason(s) for this detention are set out below.

- Detention 1 on [insert date] at [insert time]. Reason.
- Detention 2 on [insert date] at [insert time]. Reason
- Detention 3 on [insert date] at [insert time]. Reason.

As you will appreciate, this behaviour doesn't adhere to our expectations, which is set out in our behaviour policy.

I am confident that no further action will need to be taken but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class Teacher

### **Appendix 4 – Second Behaviour e-mail to parents**

Dear [insert parent /carers name],

Following my previous e-mail regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour expectations, which is set out in our behaviour policy.

They have received sanctions for:

- Insert brief description of behaviour incident

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward. Please contact me via the school office to arrange an appointment.

Yours sincerely,

Class Teacher's name

## **Appendix 5 – Third e-mail to parents**

Dear [insert parent / carers name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name:

## Appendix 6 – Behaviour Support Plan

ARAGON PRIMARY SCHOOL BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
<b>Challenging behaviour</b> <b>What does it look like?</b> <b>How often does it happen?</b> <b>How long does it last?</b>	<b>Targets</b> <b>What are we working towards?</b> <b>How do we get there?</b>
<b>Reasons for the behaviour</b> <b>Consult parents/carers and the pupil (where appropriate) when filling out this box.</b> <b>What's going on in the pupil's life that might be causing this behaviour?</b> <b>Why might this behaviour happen?</b> <ul style="list-style-type: none"> <li>To get attention</li> <li>To avoid something</li> <li>To get something tangible</li> <li>To meet a sensory need</li> </ul>	<b>Any special educational needs (SEN) that may affect behaviour</b> <b>If the pupil has SEN that affects behaviour, the SENCO should detail them here.</b> <b>How does the pupil's SEN affect their behaviour?</b> <b>How could the school's behaviour policy be adapted to meet their needs?</b>
<b>Strategies for maintaining positive behaviour</b> <b>How do we maintain positive behaviour?</b> <b>What does the pupil like?</b> <ul style="list-style-type: none"> <li>Phrases to use</li> <li>Rewards, motivators</li> </ul>	<b>Triggers and warning signs</b> <b>What triggers might cause an incident?</b> <b>How do we prevent an incident?</b> <ul style="list-style-type: none"> <li>What to look out for</li> <li>How to respond (reminders, alternative environment)</li> </ul>

<p>Reactive strategies</p> <p><b>How do we diffuse the situation?</b></p> <ul style="list-style-type: none"> <li>• <b>What to do and what not to do</b></li> <li>• <b>Phrases to use</b></li> <li>• <b>Calming techniques</b></li> </ul> <p><b>At what stage should another member of staff be informed? Who should this be?</b></p>	<p><b>Support after an incident</b></p> <p>How do we help the pupil reflect and learn from the incident?</p> <p>Is there anything that staff can learn about working with this pupil?</p>						
<p>Skills and Talents</p>	<p><b>Achievements</b></p>						
<p>Likes</p>	<p><b>Dislikes</b></p>						
<p>Agreement:</p> <table border="0"> <tr> <td><b>Parent/carers name</b></td> <td>Staff name</td> </tr> <tr> <td><b>Parent/carers signature</b></td> <td>Staff signature</td> </tr> <tr> <td><b>Date</b></td> <td>Date</td> </tr> </table>		<b>Parent/carers name</b>	Staff name	<b>Parent/carers signature</b>	Staff signature	<b>Date</b>	Date
<b>Parent/carers name</b>	Staff name						
<b>Parent/carers signature</b>	Staff signature						
<b>Date</b>	Date						
<p>Behaviour plan evaluation and next steps:</p> <p><b>How effective is the plan?</b></p> <p><b>Record suggestions to be considered when this plan is reviewed.</b></p>							