



Athena Learning Trust

**Primary Cluster
Behaviour PROCEDURE**

**Altarnun Primary
Egloskerry Primary
Launceston Primary**



Rationale

All staff working within our Primary Cluster Schools have a team approach of collective responsibility for behaviour (both positive and negative) regardless of which child is in which class. This policy is a guide for staff, pupils and parents/carers on our restorative and relationship focused approach to behaviour management. Following our Trust's Behaviour Principles (Appendix 1) and this policy, all pupils within our Primary Cluster Schools will enjoy a calm, nurturing and caring environment which will support every child emotionally and academically to give them the best possible chance of success.

I CARE because I am...



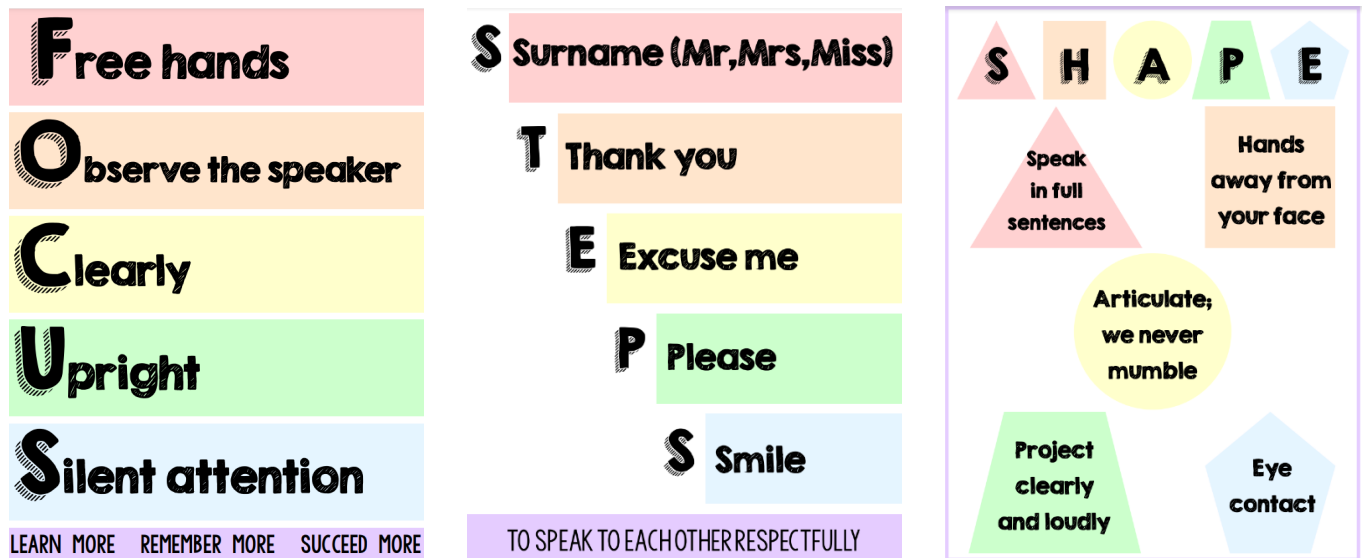
Our key expectations centre around our Primary Cluster Schools ICARE Values of fostering learning skills as well as our individual school Mottos:

Altarnun Primary: Learning together, achieving forever.	Egloskerry Primary: Learn Together Play Together Grow Together	Launceston Primary: Nurturing curious minds to learn through adventure, play and exploration.
---	--	---

Our core values are at the heart of our behaviour policy and bring together our values. That is why we have adopted 3 simple rules which can be applied to a range of situations for staff and pupils



Sky high expectations deliver world class behaviour. This begins with 100% Attention (FOCUS) and high quality, respectful verbal interactions (oracy via STEPS and SHAPE);



These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Support children with naming emotions driving their behaviours (Emotion Coaching)
- Be relevant and be consistently applied to all pupils at all stages
- Recognise that effective conditions for learning: Wave 1 quality teaching (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour
- Enable pupils to learn more, remember more and succeed more

1. Recognition, Reflection and Consequence

Recognition:

Recognition is focused on effort and achievement in a range of subjects and areas. Staff will also use a range of approaches which recognises when pupils have made good choices linked to our values, routines and rules. This approach includes but is not limited to:

- staff congratulate children verbally, clearly telling them what they have done well
- lunchtime staff value and recognise positive behaviours at lunchtimes
- staff nominate children for 'Headteacher's Award' certificates, given out at the weekly praise assembly
- Staff contact parents and carers to share recognition (via phone calls home/DoJo messages)
- class specific celebrations (stage and age related)

Why not a 'Token Reward' approach:

'Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved- the most 'visible' children- and it is open to abuse by adults and children alike' Paul Dix

Reflection:

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

We recognise that ALL the children can turn their behaviour around and that once there has been a consequence they are entitled to a "Fresh Start" and a smile.

Good Oracy Gives Good Support - In the Primary Cluster Schools, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Reflective conversations and/or meetings aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequence:

At the Primary Cluster Schools, we encourage positive behaviour which reflects our Values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Our approach to support children to get their behaviour 'back on track':

Reminder	A clear reminder of the agreed boundaries for the lesson/task. Ask the child to recall them if time allows.
Warning and a minute	Place more emphasis on the warning, perhaps giving the child up to a minute of positive attention to help them get back on track.
Last chance and 2 minutes after class	Speak to the student privately and give them a final opportunity to engage. Offer positive choices to do so and refer to previous examples of good behaviour. At the end of the session the teacher speaks with the children for 2 minutes. This is not to give the 'riot act' but to the chance to discuss the expectations that were not being followed and how positive changes can help them.
Time Out	This is a short amount of time away from learning. It may be in the reading corner, safe space within the classroom or on the side of the field of play. Any approach that will enable the child time to self regulate. An adult then sits with the child to discuss how they can successfully return to the task/game/lesson.
Reflection	This may be a quick chat at breaktime/lunchtime or a more formal restorative meeting during which the teacher may decide on a logical, appropriate consequence for the child's actions (e.g. finishing one more calculation).

Consequences implemented can be, 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

'Pay it Back time' - is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, they may be asked to complete work during breaktime. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage. We employ each consequence appropriately and proportionately to each individual situation, as well as the age and stage of the child.

Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. Managing Behaviour Engagement with learning is always our primary aim at all Primary Cluster School.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Some children may need an individual behavioural approach linked to Special Educational Needs. A way of effectively supporting a child may include introducing a reduced timetable for an agreed period of time. The approaches will be agreed with the child, Parents/Carers, class teacher and/or SENCO/Head of School.

Our Expectations and Consequences - A Summary:

- We expect all children to listen carefully to instructions and each other (100% Attention via 'FOCUS'). If they do not do so, we support them to make the correct choice.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or spend part of their playtime completing it.
- The safety of the children is paramount in all situations. If a child's behaviour endangers their safety or the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The school does not tolerate children threatening or hurting others. If a child threatens or hurts another pupil or adult, the stage/age of the pupil and individual situation is considered by the Class Teacher and Principal/Head of School.
- If a child is repeatedly sent to the Principal/Head of School as a consequence the Principal/Head of School informs the parents (via phone) and discusses strategies to improve behaviour. If the behaviour continues the Principal meets the parents to discuss the issue further in a formal meeting.
- Depending upon the severity of the incident/s, in some cases the consequence could result in a 'suspension' (temporary) or exclusion (permanent). This may include 'internal' suspension e.g. within School, or an 'external' suspension e.g. not at school.

2. Role of the staff

It is the responsibility of the class teacher to ensure that the school expectations are adhered to in their classroom lessons, playground, and that their class behaves in a responsible manner during all school related activities such as clubs and trips.

However if a child misbehaves repeatedly in class, making poor choices, the class teacher keeps a record of all such incidents (CPOMS or MIS). In the first instance, the class teacher deals with incidents him/herself in the normal manner as agreed:

- verbal reminder of appropriate choices
- if action repeated – reflection time (amount dependant on child and behaviour)

During reflection time, and to ensure that all pupils are supported to make correct choices in the future, all staff will:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to demonstrate positive behaviour and praise accordingly.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid suspension/exclusion from school.

However, if behaviour continues, the class teacher seeks help and advice from the Head Teacher/Senior Teacher.

All staff uphold the school behaviour policy whilst the children are in their care, reporting all concerns and incidents to the class teacher.

Supporting Document: [Strategies to Develop Constructive Break & Lunchtimes](#)

Appendix 1: Athena Trust Behaviour Principles

The purpose of our Behaviour Principles is to help all staff in dealing with difficult behaviour challenges and decisions, so that all teachers can teach and all students can learn free of defiance, disruption and distractions.

1. **Behaviour is a curriculum** that we teach so that our students lead great lives.
2. **We teach great character habits:** kindness and responsibility.
3. **Responsibility** helps us to think back on our choices and plan ahead.
4. **Kindness** helps all our relationships.
5. **We are all teachers of character**, including support staff: we all teach great habits.
6. **Consistency is key:** it's the foundation of all good habits.
7. **Purpose is key:** we teach and keep reteaching why we do what we do.
'We want you to make great choices so you have a great future.'
8. **Holding high standards** helps children succeed in life and work beyond school.
9. **We make it easy to behave** by uniting to make it normal in all our actions and words.
10. **Consistent consequences** make it hard to misbehave.
11. **Compliance is crucial** for safety and dignity, otherwise we are building on sand.
12. The rule is: **do as staff ask, first time, every time.** unless unsafe.
13. **Tough love is kind: let them off, let them down.**
14. **What we permit, we promote:** turning a blind eye has a cost.
15. **The most vulnerable students most need us to keep our standards high**, our boundaries clear and our support and challenge strong for them.
16. **Conversations** must accompany consequences.
17. **Defiance is unacceptable:** no staff member should be mistreated, disrespected, defied, ignored or abused; if we ever accept it, we are showing it's acceptable.
18. **Warmth is vital: warm-strict** encouragement, affirmation and relationships are vital.
19. **Connect before correct:** we show we care about our students in every interaction.
20. **Adjustments** must be extremely exceptional, otherwise they bring inconsistency, confusion and resentment.
21. **Teaching preemptively**, before adjusting expectations, is vital for what we know we all struggle with: for example, **what to say when you disagree with or don't understand a consequence;** how to respond to difficult emotions (like **how to stay calm when angry**).
22. **Mentoring** to practise high standards until they are learned is better than lowering the very standards that set students up for fulfilling careers and lives.