



Aoyne Lodge School

"Proud of Ourselves, Proud of Others, Proud of our School"

Our Good Behaviour Book

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Good Behaviour

At Aboyne Lodge, we encourage, promote and celebrate good behaviour in all aspects of school life.

School Rights

We believe that everyone has the right to:

- **Learn**
- **Feel safe**
- **Be treated fairly and with respect**

The children are taught these rights and they are reinforced regularly through assemblies, PSHE lessons and regular day to day practice.

Our school rules have been developed around these rights in partnership with staff, pupils and parents.

Fair Rules

The right to:

Learn:

- We are positive learners – we try our best and persevere and encourage others to do the same.
- We are responsible for our own learning – we challenge ourselves, take risks and manage our distractions.
- We help others to learn – we are supportive and encouraging.

Be safe:

- We follow adult instructions.
- We move carefully and considerately around school.
- We use equipment properly and safely.
- We speak to an adult when we are worried about something

Be treated with respect:

- We do not tolerate bullying – we always tell an adult.
- We care for each other and ourselves.
- We are polite and well mannered – we listen without interruption and respect each other.

We always tell an adult if we feel our rights are not being respected or met.

These rules are displayed around the school and are referred to regularly.

Class Contract

As well as our whole school rules each class develops their own classroom contract. This is a set of personalised rules specific to each class. The rules are chosen and agreed by all the children. Each class display their class contract on the wall and it is signed by each child. These rules are referred to on a daily basis.

This is an example of a class contract.

Our Happy Classroom Contract

In our class, we will...

- be active listeners
- be responsible for our own learning
- care for the feelings of others
- make careful decisions/choices
- be kind and supportive
- ignore people who make us feel unsafe
- use good manners
- be fair in games/groups/pairs
- not judge people

Celebrating Good Behaviour

At Aboyne Lodge we recognise and celebrate good behaviour in a variety of ways. All staff will:

- Recognise, highlight and praise good behaviour as it occurs
- Let parents know about their children's good behaviour
- Have individual reward systems in place where necessary.
- Recognise achievement through our learning power reward system (star of the week and star of the day) and head teacher's merit awards. (see below)

Rewards and Achievement

As part of our PSHE curriculum we teach children about the four learning powers; Resilience, resourcefulness, reflectiveness and reciprocity. We teach these because we know they have a positive impact on children's confidence, self-esteem, behaviour and attitudes towards learning. These are introduced through our learning power heroes:

Tough Tortoise



Super Squirrel



Wise Owl



Buddy Bee



Each day, in each class, a teacher chooses a star pupil who has demonstrated one of the learning powers to receive a reward sticker.

At the end of each week a certificate is given out to one pupil from each class in assembly, to celebrate exemplary use of one of the four learning powers.

Children are regularly awarded learning power merits which are recorded on their merit cards. Children in KS1 receive a head teacher's award when they reach ten merits and KS2 children require fifteen.

Sanctions

Where possible, good behaviour will always be reinforced. However, where positive strategies do not succeed staff will do the following:

- Find out details of the situation from all involved.
- Talk to the child/children about their behaviour referring to the whole school rights.
- Refer to the whole school/class rule that has been broken.
- Encourage children to take responsibility for their behaviour and learn from their mistakes, using restorative conversations. (see below)
- Record incidents in the class behaviour book.

To ensure a consistent approach to dealing with challenging behaviour the following system, displayed on the next page, has been developed in conjunction with staff, parents and pupils.

If children are not following the class rules they will be issued with warnings. If disruptive behaviour continues the child will be spoken to by the class teacher. In the rare cases where the disruptive behaviour continues further warnings will be issued before the child is then sent to the key stage leader. Parents will be informed at the end of the day. The third stage occurs when warnings are still ignored. The child is then sent to the head teacher and parents are invited in for a meeting to discuss the behaviour and a way forward. In recurring cases this may involve advice/involvement from SENCo or outside professionals, an individual behaviour plan and an individual risk assessment. Extreme violent or dangerous behaviour is fast tracked through the warning system and may result in an immediate internal exclusion and interview with the headteacher. In very rare and extreme cases an external exclusion may be necessary. This is always discussed with parents first.

Restorative Practice

We aim to take a restorative approach to resolving conflict between pupils.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Staff have received restorative practice training. One of the strategies used after an incident of conflict is a restorative conversation. During these conversation three questions are always asked:

- What happened?
- How can we fix it?
- How can we stop it happening again?

A restorative approach allows the pupils to have a voice, to take responsibility for their actions, to discuss their feelings and have their feelings acknowledged. It also allows pupils to develop their empathy towards others and allows staff to focus on understanding better the pupil's behaviour.

If I don't follow classroom rules...

<p>1st warning</p> 	<p>1st warning</p> 	<p>1st warning</p> 
<p>2nd warning</p> 	<p>2nd warning</p> 	<p>2nd warning</p> 
<p>TIME OUT</p>  + <p>+ Lose 5m play</p> 	<p>TIME OUT</p>  + <p>Sent to a member of SLT</p> <p>+ Lose 10m play</p> 	<p>TIME OUT</p>  + <p>Sent to Mrs Abley WE CALL FOR YOUR parents</p> 

BUT.... if you PHYSICALLY HURT ANYONE or use ABUSIVE LANGUAGE you will go straight to either green, orange or red time out as appropriate and the time you miss from break or lunch will be decided by the adult in charge.

IF your behaviour is not safe we will call your parents/carers straight away.

Lunchtime Behaviour

We promote positive behaviour at lunchtime by:

- Training MSAs in safeguarding, behaviour management and anti-bullying.
- Encouraging MSAs to praise good behaviour and to engage and interact with the children through games.
- Providing a variety of play equipment.
- Employing a football coach, twice weekly, to lead structured football sessions with targeted groups.
- Lunchtime clubs for vulnerable children e.g Lego Club
- Assigning MSAs to children with Special/behaviour needs.

The follow system is used at lunchtime to deal with incidents of negative behaviour. Depending on the seriousness of the incident one or more of the following steps will be taken

1. MSA
 - Pupil will be given a warning and a brief discussion will be had
2. Lead MSA (Kelly Hynds)
 - Pupil will be sent to the time out zone for a short period of time **(5mins)**
3. SLT Member (see rota)

M	T	W	Th	F
Alex J	Nicki N	Hannah P	Ruth C	Rebecca J

- Pupil will be spoken to by SLT member
 - Pupil will spend time in the reflection zone **(10 mins)**
 - Lead MSA will write down details of the incident and pass directly to class teacher
4. Head teacher
 - Pupil will be spoken to by the head teacher and a phone call home to inform parents of the incident and to discuss a way forward.

Anti-Bullying Policy Statement

At Aboyne Lodge we do not tolerate bullying. All staff have completed up to date anti-bullying training including preventing, recognising and dealing with bullying effectively. Children are also taught about bullying in PSHE and through specific anti-bullying days and weeks.

No behaviour that hurts another either physically or emotionally is tolerated. Name calling, racial abuse, homophobic language, taunting, unwanted harassment and unkind personal comments all fall within this category.

Our school ethos is based on mutual respect, trust, caring and consideration for others. Of course, such an ethos encourages 'non-bullying' behaviour and bullying of any description is totally unacceptable in our school. The relationship between staff and children is characterised by mutual respect, so that, should any child experience bullying, they would feel able to talk to a member of staff about it.

We encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'telling tales'

Should any bullying take place, it will be reported immediately to school either by children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

For further detail, please refer to the school's Anti-bullying Policy

Partnership with Parents

It is important that children, staff and parents adopt this Good Behaviour Book and support its contents both at school and at home. Without your support, our attempts to foster good behaviour and maintain a happy, social community at Aboyne Lodge School will be far less effective.

Please endorse the spirit and contents of this booklet by signing the slip attached to the accompanying letter and returning it to me at school.

**A Abley 2018
To be reviewed 2022**