

Monday	Mrs Clark (<i>HT Room</i>)
Tuesday	Mr Cumberbatch (<i>Learning Mentor Room</i>)
Wednesday	Mrs Clark
Thursday	Ms Flanders (<i>SLT Room</i>)
Friday	Mr Cumberbatch

If the person on duty that day needs to swap cover, a message will be disseminated to class teachers and the MDA team.

Partner Classes

Partner classes will be used to isolate unwanted behaviours and to give pupils the opportunity to reflect on their actions. The partner class may be used for a few minutes or for longer fixed term exclusions from class.

Y2 Rabbits	Year 1 Squirrels
Y3/4 Kites	Y1 Hedgehogs
Y5/6 Ospreys	Y4 Owls
Y5/6 Kestrels	Y3 Falcons
Y5/6 Merlins	Y2 Foxes

Sanctions model:

- Verbal warning in private
- Final verbal warning
- Move to another space (e.g. another table to continue learning activity)
- Move to partner class
- Exclusion from class for fixed term period (this should also be complete in the partner class)
- Loss of free time (L.O.F.T.)
- Parent informed

BEHAVIOUR PATHWAY

- Reminder
- Warning
- Time-In/Calm Time
- Follow up/Reparative

At Abingdon, we:

IDENTIFY the behaviour we expect

EXPLICITLY TEACH behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

Behaviour and Conduct Booklet



ABINGDON PRIMARY SCHOOL

October 2019

Behaviour Policy Principles

Abingdon Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our core values of: 'Respect, Responsibility and Resilience'.

Member of the school community manage behaviour well by:

- ✓ Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- ✓ Knowing their classes well and developing positive relationships with all students
- ✓ Relentlessly working to build mutual respect
- ✓ Remaining calm and keeping their emotion for when it is most appreciated by students
- ✓ Demonstrating unconditional care and compassion
- ✓ Never reprimanding pupils in front of other adults or pupils
- ✓ Using 'active' learning strategies to engage children in lessons

Students want teachers to:

Give them a 'fresh start' every lesson
 Help them learn and feel confident
 Be just and fair
 Have a sense of humour

Our conduct expectations	Visible Consistencies	Over & Above Recognition
Respect	Daily meet and greet	Recognition boards
Responsibility	Calm conduct	MDA Lunchtime award
Resilience	Wonderful walking	Certificates (and class stars)
		Home contact
		Postcards
		HT/SLT praise
		Class reward (cumulative)
		Hot chocolate with the Head
		Golden Table (lunch time)
		Golden broom
Focus: Relentless Routines		
Praise in public (PiP)	Wonderful walking	Consistent language
Remind in private (RiP)	Calm conduct	TIME IN not TIME OUT

We recognise the value in consistency and encourage all of our community to adhere to the same behaviour management principles.

Abingdon Advocates

When a child continually goes above and beyond with their behaviour and conduct efforts, a teacher can nominate them as an **Abingdon Advocate**. These are our special behaviour ambassadors for the school. They will be recognisable to others as they wear a special badge. Abingdon Advocates will have a range of special responsibilities. Children in Year 2 to Year 6 can receive a nomination.

Golden Table

Each week, the Midday Assistant Manager will select a child from each class to join the Deputy Headteacher on the Golden Table. They will be nominated for consistently demonstrating excellent manners and making good behaviour choices through the week.

SANCTIONS

At Abingdon, we never use the word 'punishment'. We use the appropriate terms of sanction or consequence and this language is modelled to the children.

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Not apply to a whole group for the actions of individuals.
- Be **consistently** applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the **behaviour** that is unacceptable, and any sanction should address this, not be made personal to the child.

Loss of Free Time (L.O.F.T.)

LOFT sanction will be applied INSTANTLY if the following behaviour(s) is/are shown:

- Offensive language/swearing (verbally or inappropriate signs)
- Discriminatory language (e.g. homophobic, racist comments)
- Physical inappropriateness e.g. fighting

If a child is in a lesson and chooses to use any of the above behaviours, they will INSTANTLY move to the partner class. A follow up discussion will be held with the adult issuing the sanction. If the child is outside at break time/lunch time, they will be brought inside IMMEDIATELY by the adult issuing the sanction to the member of staff on duty that day.

