

The Alton Primary School



BEHAVIOUR POLICY

Date: July 2017

Review date: July 2020

Signed (Chair of Governors).....

The Alton School- Behaviour Policy

Ethos

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour and the rewards and sanctions systems and how this will be implemented.

At The Alton School we believe that the development and maintenance of good behaviour will create a positive environment in all aspects of the school practice. Our work having achieved the UNICEF Rights Respecting Schools Award will promote positive behaviour and enables children and adults to use a common language to show respect to each other. All members of the school community are expected to create and maintain an atmosphere conducive to learning, which has courtesy, consideration and mutual respect as the basic tenets.

At The Alton School, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

We promote high standards by modelling positive behaviours at all times. We encourage high standards of work and behaviour emphasising praise and positive reinforcement. We ensure that all adults and children treat each other with mutual respect and consideration.

Aims

- To create an environment that supports effective teaching and learning.
- To promote self-discipline and the adherence to an agreed set of principles of behaviour by pupils.
- To promote good behaviour and respect for others.
- To regulate the school community members' conduct, which includes pupils, staff, parents and anyone who visits the school?
- To ensure the standard of behaviour meets our high expectations.
- To allow all students and staff to be aware of and to use the language of rights and actions.

British Values

At The Alton, we promote the spiritual, moral, social and cultural (SMSC) development of all our pupils. As part of this, we actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

Rights and Responsibilities

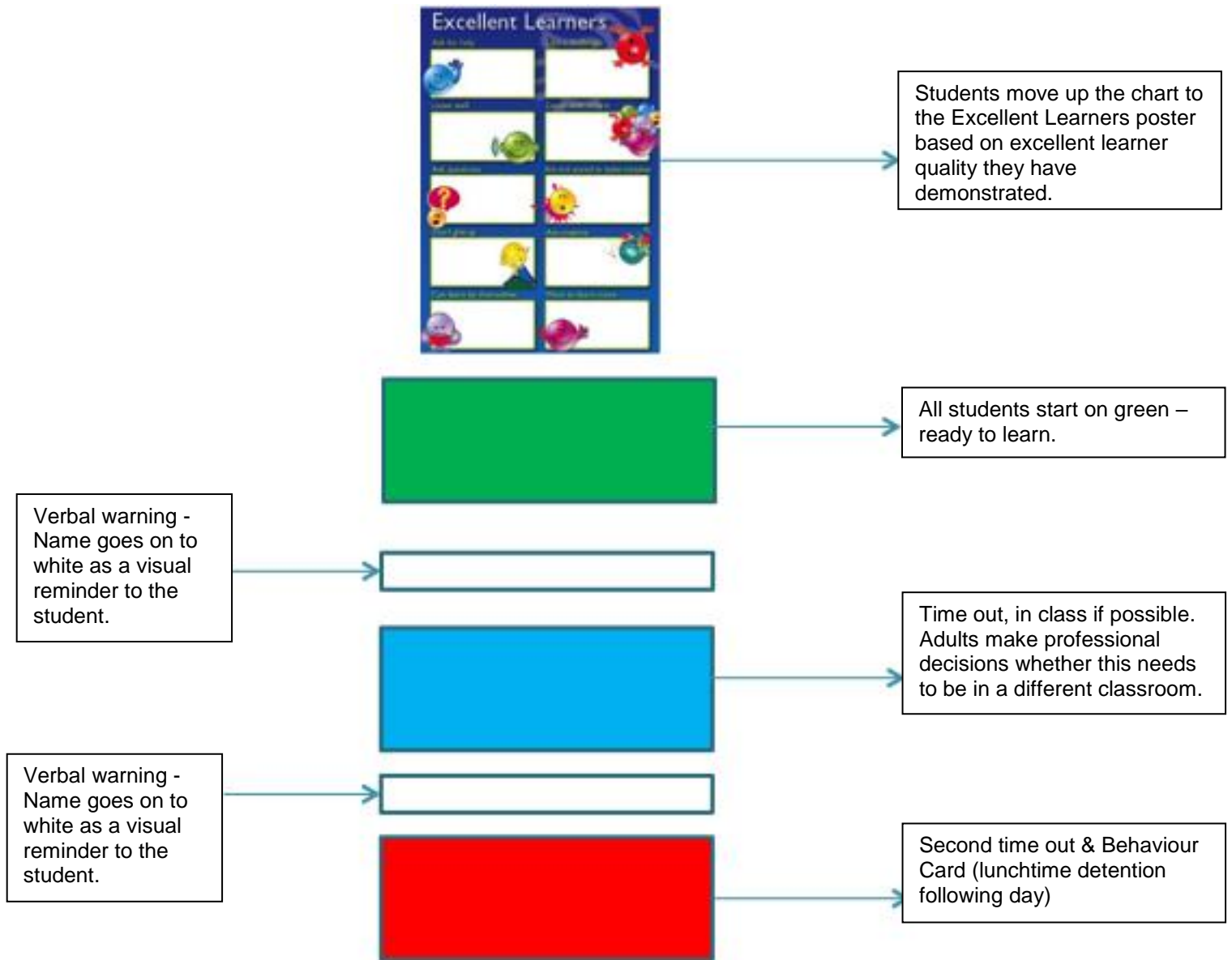
Everyone within both of our school communities has rights and responsibilities to ensure that

- The Alton School is a safe place in which to learn, work and play.
- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Our behaviour System

- Every class operates the same behaviour system.
- Every class has a visual behaviour system displayed in their classroom.
- Every child's name is included on the behaviour chart.

Implementation of the Behaviour System



Green

All students start on green – ready to learn.

Verbal warning - White strip

A student disrupting learning in a low level manner is given a verbal warning by the member of staff with an expectation that the behaviour will stop immediately.

Blue - Time out

If a verbal warning has been given and the student continues to disrupt learning, a time out is issued and the student should go to the designated area in that classroom or partner classroom for 5 minutes.

There is a designated area in each classroom for time out with a timer as a visual aid for students. This sanction is an opportunity for the student to reflect on their action and calm down. There should not be any dialogue between the teacher or support staff and student so as to lessen the impact of the disruption on the rest of the class and not reward negative behaviour.

2nd verbal warning – 2nd white strip

If a student returns from time out and engages with further low level disruption, a verbal warning by the member of staff with an expectation that the behaviour will stop immediately.

The student can be reminded that failure to respond to the support will result in a further time out and a behaviour card.

Red – 2nd time out

If a 2nd verbal warning has been given and the pupil has continued to disrupt learning, a 2nd time out is issued and the student should go to the designated area in that classroom or partner classroom for 5 more minutes.

There is a designated area in each classroom for time out with a timer as a visual aid for children. This sanction is an opportunity for the pupil to reflect on their action and calm down. There should not be any dialogue between the teacher or support staff and pupil so as to lessen the impact of the disruption on the rest of the class and not reward negative behaviour.

Purpose of the warnings

First Warning - this provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move students back to the green card.

Second Warning -This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move students back to the blue and green.

Policy into practice

Within The Alton School there are strategies that will support positive behaviour choices and discipline:

Children

- Can help reinforce behaviour expectations by active involvement in the school council and contributing ideas in classroom discussion.
- Participate fully in circle time activities and social skills lessons using themes of citizenship, rights and actions, consequences etc.
- Use the school council as a forum for involvement in formulating policies such as homework, anti-bullying etc.
- Create their own class charter alongside the students and adults in their class identifying their own rights and corresponding actions. All students and adults sign their class charter.
- Participate in weekly Philosophy for Children (P4C) sessions.

Parents

- Parents can support good attendance and positive behaviour by attending parents' meetings and school events.
- Parents can talk to the staff and the Headteacher about any issues they may have.

Staff

- Staff need to ensure the consistency of approach and application of the behaviour policy and any rewards or sanctions from the first lesson.
- Model the standards expected from the students, at all times.
- Emphasise the positive, including praise for positive behaviour choices as well as high standards of work, naming the behaviour.
- Make sparing, fair and consistent use of reprimands.
- Criticise the behaviour not the student.
- Use private rather than public reprimands where possible.
- Use positive behaviour management techniques such as use of physical space, ensuring the lesson purpose is known, ensuring that all students are enabled to participate fully in the lesson, well prepared and stimulating lessons.
- Use sensitive intervention techniques, recognising students as individuals who may have underlying causes for their behaviour.
- Work with parents and any external colleagues to address any issues for students.

Rewards

Rewards and praise are important and should have a huge emphasis within school, allowing students to achieve recognition for positive contributions to school life.

Contributions should include academic work, effort and good behaviour. The focus of attention should not be limited to our able students or to those whose behaviour is consistently poor. Good standards of behaviour will be encouraged through the consistent application of the behaviour policy supported by a balanced combination of rewards and sanctions within a constructive ethos.

We believe it is vital to have a consistent pattern of rewards, which are known, understood and agreed to by all.

This will be achieved in the following ways:

- General praise and encouragement in lessons used as much as possible.
- Students receiving excellent learner stickers and showing their work to the Headteacher or other members of staff. This is in line with the excellent learner strategy across the whole school.
- Students work to be displayed as much as possible to give it recognition.
- Students getting certificates in the weekly Achievement Assembly for good work/attitudes to work and Big Writer of the Week.
- Students earning 'House Points'.
- Students gaining certificates from support staff.
- End of term academic and conduct prizes.
- Letters home to parents, praising a wide variety of academic and non-academic achievements.
- Students earning the chance to be 'Star of the Day' in their classroom.

Sanctions

All members of the school community have the right to expect fair and consistent sanctions to be applied when the school code of conduct is not adhered to. Sanctions have been designed to give students time to calm down and reflect on their behaviour without the lesson being disrupted further. They appropriately encourage better behaviour in future. It is inappropriate to impose sanctions on whole groups for the misdemeanours of a few, humiliate students or differentiate solely on the grounds of gender or race.

The Resource Base and Early Years students are supported by adapted versions of the mainstream behaviour management strategies and sanctions identified in this policy.

Record Keeping

Behaviour Card

A Behaviour Card will be issued if a student has two time outs within one lesson.
A Behaviour Card can be issued by any member of staff inside or outside a classroom.
Behaviour Cards are issued after following through the whole behaviour procedure

Behaviour card

Child's name: _____ Yr: _____

Given by: _____ Date: _____

out of class (where) _____ in class _____

Behaviour type:

<input type="checkbox"/> Disruptive behaviour	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Discriminatory incident (specify)	<input type="checkbox"/> Fighting
<input type="checkbox"/> Verbal abuse to pupil/adult	<input type="checkbox"/> Refusal (specify)
<input type="checkbox"/> Physical abuse to pupil/adult	
<input type="checkbox"/> Other (Please complete incident form if needed)	

Details of incident:

Dear Parent/Carer, Today _____
received a behaviour card for _____

Behaviour type:

<input type="checkbox"/> Disruptive behaviour	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Discriminatory incident (specify)	<input type="checkbox"/> Fighting
<input type="checkbox"/> Verbal abuse to pupil/adult	<input type="checkbox"/> Refusal (specify)
<input type="checkbox"/> Physical abuse to pupil/adult	
<input type="checkbox"/> Other	

Details of incident:

He/ she will have a 30 minute detention tomorrow at lunch play.
Please discuss this with your child.

Please complete all relevant sections of the behaviour card. If the incident occurred inside the class, please indicate what was being taught at the time. This can help to identify patterns of behaviour.

The top half of the card goes to the office – the bottom half goes to the parent/carer at the end of the day and should be discussed.

Lunchtime detention happens the day after the Behaviour card has been issued. (Except for agreed behaviour adjustment plans)

The top half of the Behaviour Card should be completed and attached to the Behaviour Card Book in the office. The lower half of the Behaviour Card should be completed and given to the class teacher to talk to parents at the end of the day. During detention, the member of staff on duty will discuss the reasons behind the sanction with the child.

Behaviour Detention

When a Behaviour Card is issued, a student will have a 30 minute lunch time detention the following day. The top half of the behaviour Card should be completed and attached to the Behaviour Card Book in the office. The lower half should be completed and given to the class teacher to talk to parents at the end of the day.

During Behaviour Card detention, the member of staff on duty will discuss the reasons behind the sanction with the student. The student has some reflective time to identify how they may modify their behaviour in future with reference to their own and others' rights.

Community Service

For damaging/defacing school property.

During Community service the student will be supervised by an adult during their break/lunch time, to clean up the mess they have made in school where it is appropriate.

Report card

Students who are regularly breaking the behaviour expectations, are disruptive in lessons or do not meet the targets set to support a positive change in their behaviour, will be put on report.

The report card is designed to set specific targets to help the student make changes to their behaviour. They will be monitored by their class teacher. Each lesson is signed off to say they have achieved their target during that session. If it has not been achieved, it will have a dash to show this. The student then needs to report to a senior member of staff to show their report card at playtime, lunchtime and at the end of the day.

Behaviour pack

The behaviour pack is for students who are not able to manage their own behaviour consistently and despite previous support eg: report card, have been unable to make positive changes.

Students who have not responded well to the previous strategies, will be monitored on a pack by a senior staff member. It is design to re-embed the expectations of the school rules in and out of the classroom. It is a zero tolerance approach to negative behaviour. The rules within the pack are developed for each student individually, in partnership with parents.

Exclusions

In specific situations, the Headteacher may deem it necessary for a pupil to be issued with an internal or external exclusion. Whenever possible, the parents/carers of children at risk of exclusion because of the seriousness and/or persistence of their behaviour will be invited to attend a risk of exclusion meeting with the Headteacher and other staff as necessary before an exclusion occurs.

Children whose behaviour poses a risk to the safety and/or learning of themselves or others in the school can be excluded as below:

- Internal exclusion - children attend the school but are separate from other children for a period of time
- Fixed term exclusion (up to the equivalent of 45 days in a school year)
- Permanent exclusion

An exclusion can be sanctioned without the steps above (e.g. escalating support, risk of exclusion meetings) if the child's behaviour is deemed detrimental to the education or welfare of themselves or others in the school.

For external exclusions, please refer to the Dfe Exclusion from maintained schools, academies and pupil referral units in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Supporting behaviour

At times, pupils may require further behaviour support. The following support systems may be put in place for specific pupils and may vary according to the child and the circumstance.

- Lunchtime Support Group
- Support from the Learning Mentor in class or in small groups
- Report card

- Behaviour Packs
- Place 2 Be
- Place 2 Talk
- Positive Behaviour Management
- Physical Intervention

Physical Intervention

Use of Positive Handling and Physical Intervention Physical intervention with children is always used as a last resort but may be necessary in order to prevent a child from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil); the police will be contacted if necessary.
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil him/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

Monitoring, evaluation and review

The Headteacher and Inclusion Leader will monitor the impact of the behaviour policy by analysing the levels and amount of sanctions received by students and use this data to look at the impact upon different groups (by gender, race, year group etc.). This information will also be used to target students who may need extra support through the use of internal strategies such as the Learning Mentor, or external agencies such as the Educational Psychologist.

The governing body will review this policy every three years.

Updated by Linsay Thomson (Assistant Headteacher/ Leader for Inclusion)