



# ALDERBURY AND WEST GRIMSTEAD SCHOOL BEHAVIOUR POLICY

March 2018

## Introduction

Children at Alderbury & West Grimstead School should have the opportunity to develop self-discipline, to think about the feelings of other children and adults and to care for their environment.

### **This will mean that our children will:**

- treat other children and adults with kindness, in a friendly and courteous way;
- behave in a quiet and orderly way in school;
- respect the importance of undisturbed learning;
- look after their own belongings;
- respect the school's and others' property;
- behave safely and sensibly;
- be involved in the development of school and classroom rules;
- develop strategies for dealing with arguments and disagreements;
- be confident to ask for adult help which is fair and consistent.

### **This will be achieved by ensuring that:**

- expectations are clearly understood by all;
- time is committed to Personal, Social, Health Education and Citizenship (PSHEC);
- effort and achievement are recognised.

The following procedure is a starting point for improving behaviour within the School, and for acknowledging good behaviour. As a Christian Voluntary Aided School it is our aim to have children who make positive behaviour choices because they understand that it is right to do so in accordance with Christian principles, values and beliefs and the school values and standards.

### **School Rules & Values:**

The school rules and values guide the behaviour of all members of the school community.

1. Respect for people
  2. Respect for property
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- Friendship
  - Thankfulness
  - Service

We encourage all pupils to apply these principles to everything they do, and report on them to parents as part of the annual reporting cycle.

### **Recognition of Good Behaviour**

Recognising the positive choices made by children is central to the success of our behavioural policy. We hope to raise children's self-esteem through the regular and consistent use of the following which are detailed below, praise, privileges, trust, collective worship, incentives for good work and behaviour and the book of excellence.

#### **Praise**

We acknowledge the importance to children of having the positive attention of adults. Good behaviour will therefore be rewarded by:

- an approving nod or smile;
- a quiet word of praise;
- praise in class or Collective Worship;
- team points, stickers and certificates.

#### **Privileges**

These may be awarded to individuals, groups or classes and include:

- choice of activities during Golden Time;
- choice of a game or activity for the class.

#### **Trust**

In forming trusting relationships, we encourage children to:

- be a monitor or messenger;
- be a helper;
- use the quiet area responsibly
- use library and studio areas sensibly
- represent the school at public displays or sports events

## **Collective Worship and Assemblies**

Once a week, on Friday, there will be Special Celebration Worship. These will be occasions when children's achievements in and out of school, their work and their good behaviour will be acknowledged and praised.

## **Recognition of the school values within our school community**

Every other week Values Worship is incorporated into Celebration Worship. Here, we recognise those children who have demonstrated one of the school values, either Friendliness, Thankfulness or Service. These children receive a values book mark with the way in which this value has been demonstrated being explained to the school community. At the end of year 6 three children who have most exhibited one of the three values is also presented with a prize as their role and contribution to our school life is celebrated.

## **Incentives for good work and behaviour**

Stickers and stamps will be given out to children who demonstrate good work, particular acts of kindness, politeness, helpfulness, or other services to the school community. Certificates will be awarded in Celebration Worship for those children making it into the Excellence Book each week. We hope that when children take these home, parents will talk to them about their good work and behaviour, and show their approval.

Children will collect team points. These will be in place in each class to recognise good work, good behaviour and effort.

All staff may use additional stickers to encourage children by acknowledging good work or behaviour.

## **Book of Excellence**

Children who have improved their work, worked diligently, contributed to whole class learning in a positive manner, shown a positive attitude to their own learning or achieved high standards will have their names in the Book of Excellence and be congratulated by the Headteacher.

## **What will happen when children misbehave?**

We believe that rewards will outnumber sanctions, but that it is important for pupils, parents and staff members to have a clear idea of what sanctions will follow misbehaviour or unacceptable behaviour.

Staff will be alert to potentially difficult situations, use agreed measures and plan to avert such occurrences in order to ensure all children learn in a positive and calm environment.

## **Discouraging Inappropriate Behaviour**

First Incident	Step 1	Verbal warning.
Further Incidents	Step 2	Child is given a Yellow 'Warning' Card. This will be logged on SIMS and will result in a 5 min loss of free time.
	Step 3	Child is given a Red Card. This will be logged on SIMS and indicates a loss of 10 minutes of free time by sitting outside the staff room monitored by the class teacher or remaining with the class teacher in the classroom.
	Step 4	Two Red Cards will result in the pupil being seen by the Headteacher.
	Step 5	If 3 Red Cards are given in a week then the Headteacher will meet with the parents and pupil to form an agreed action plan which will be reviewed at an agreed date.

The Headteacher may use additional strategies and sanctions, as appropriate to the situation and the needs of the child. This may include, but is not limited to:

- Placing the pupil in another class for a fixed period of time
- Placing the pupil on good behaviour report
- Formal detention, which may be during the school day or after school hours (parents informed as per legal requirements)
- Reducing, or otherwise modifying, the pupil's timetable
- Directing the pupil to work under the direct supervision of a Senior Member of Staff in their classroom (internal inclusion) or the Headteacher (internal exclusion)
- Directing the pupil to take their breaks away from their peers
- Fixed Term or Permanent Exclusion (under statutory guidance, this is not a last resort, but could be used following a single incident of sufficient seriousness to merit this ultimate sanction).

Children who repeatedly fail to respond to the above steps and the agreed plan in place will be given the opportunity to select a member of staff to act as a mentor. The child and mentor will work together to devise a programme for improving their behaviour.

Children who do not respond to these school procedures will, in consultation with parents, be given an IBP (Individual Behaviour Plan) which will place them on the Register for Special Educational Needs and Disabilities. If necessary, and with the agreement of parents, outside agencies may be consulted.

### **Physical Aggression/Fighting**

This will not be tolerated in school – even play fighting often gets out of control and leads to someone actually being hurt. Children should not encourage/watch fights (real or play fights) as a means to solving a dispute.

In any case where a child's behaviour has resulted in another child being physically hurt or really distressed, the school will inform the parents of both children, either in person or by telephone. In the case of a child instigating physical aggression but not directly being involved, the parents will also be notified. Physical aggression will result in direct contact with parents by the school and a sanction will be put in place for the children involved. This will usually involve being separated from their class to work separately (KS1) or in another classroom (KS2) for the next session or part session of the day.

### **Reasonable Force**

Staff have the power to use 'reasonable force' and therefore some of our staff have been trained in Team Teach, which is a way to deescalate dangerous situations and safely manoeuvre children if necessary. It is about minimum force and maximum care and will only be used after careful consideration of the situation, but is usually to prevent a child from harming him/herself and is in that child's best interests, as well as to protect others from being harmed. It is proportionate, reasonable and necessary. Force is NEVER used as a punishment.

Team Teach techniques seek to avoid injury to the children but it is possible that bruising or scratching may occur accidentally. These are not a failure of a professional technique but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Children for whom the use of Team Teach is a regular occurrence will have a Behaviour Plan and a Positive Handling Plan, which parents would be informed of.

## **Bullying (see also the anti-bullying policy)**

Bullying is something done to a child by another that results in them being hurt emotionally or physically on a regular basis – one off incidents of falling out and ‘being mean’ do not constitute bullying. We use the NSPCC definition of bullying ‘STOP’ which means: ‘Several Times On Purpose’. Please reflect on this definition before accusing someone of ‘bullying’ and encourage your child to use the term only in its true sense.

## **Dealing with Bullying**

We believe it is important to identify and respond swiftly to bullying as it creates much unhappiness amongst children and affects their ability to learn. Children who observe unchallenged bullying may copy this anti-social behaviour. The prevention of bullying is given a high priority within the school with a clear commitment to its control from all staff and the governors. Parental support is asked for in identifying and dealing with cases of bullying. It is within the school’s curriculum to raise awareness of and to challenge attitudes about bullying behaviour, increasing the understanding for bullied children and to help build on anti-bullying ethos in the school.

## **After School Clubs**

Good behaviour is expected at after school clubs, with both staff and external coaches. If a child’s behaviour is repeatedly poor parents will be informed and the child may have to miss the following session, even if this a club that has been paid for. In this instance, there will be no refund.

## **SEN**

Children with any identified issues and/or disabilities will have an individual behaviour plan if their SEN has a legitimate effect on their behaviour, in line with the Equalities Act 2010. This may mean that different sanctions are in place and the perception may be that some children are treated differently. This may be the case, as children with specific problems may not be discriminated against if their actions are a result of their condition. (For example, a child with Tourettes, who may swear randomly, would not be reprimanded in the same way as a child who does not have Tourettes but who chooses to use inappropriate language in school.)

## **Parental Behaviour**

We believe that children learn behaviour from the adults around them, who they see as role models, therefore it is important that we (staff and parents) always behave in a respectful, appropriate manner. Parents are politely requested to refer to staff using their professional title, not their first names.

Please note that all staff (Office staff, who are often your first port of call, teachers, teaching assistants, MDSAs) should be treated with respect at all times. The Governors will not tolerate any verbal abuse towards any staff by parents/carers. This could include aggressive behaviour such as swearing, shouting, standing in personal space, intimidating and/or gesticulating at a member of staff. In the rare event of this occurring, the School reserves the right to bar parents from the site. In the event of any physical assault, parents will be automatically barred from the site and the police will be informed.

Parents should be aware that any defamatory remarks made on any social media site where a member of staff is named, or the school is called in to disrepute may result in the police being informed.

## **Outcomes**

It is expected that children will take positive actions to express their remorse for not making good behaviour choices to whoever is concerned whether it is an adult or pupil.

We expect parents to support sanctions and for them to discuss with their child why they have had a yellow or red card and missed playtime. Please be mindful that if a child has been given a sanction for

talking in class, this means that they have disrupted the learning of the whole class at least twice in a lesson, which is not acceptable.

### **Serious Misbehaviour**

1. Deliberate violence or damage.
2. Blatant rudeness.
3. Outright refusal to cooperate.
4. Theft.
5. Substance Abuse
6. Bringing dangerous or illegal items onto school premises
7. Persistent bullying (refer to 'Bullying Policy')

Each of these misbehaviours will result in the child being seen by the Headteacher or Senior teacher immediately, who will consult with the parents and decide on the most appropriate course of action.

### **Staff Communication**

**All staff will need to know of any special circumstances that may affect a child's behaviour.** They should also be made aware of any children whose persistent poor behaviour is being monitored. This is communicated through staff meetings and LSA meetings.

### **Adults as Role Models**

All members of staff, visitors to the school, parents and guests expect to be treated with respect and in turn will speak to children and other adults respectfully. Staff will listen to both sides of any argument between children and do their best to make a fair response. A non-confrontational approach to discipline will usually be most effective. Raised voices will be needed rarely and even when a loud voice is used to gain attention, the tone of voice should then be lowered in order to get the desired message across in a professional way.

### **Dress Code**

Members of staff dress in a professional way in clothes that are appropriate for the occasion, including PE.

### **Collective Worship**

All staff will encourage a quiet, peaceful atmosphere at the start of collective worship. Children are expected to line up in silence, walk up the corridor in silence and enter the hall in silence ready to listen to the introductory music. Staff will avoid talking to each other during this time and will communicate instructions to children entering the hall with whispers and non-verbal signs where possible.

### **Punctuality and Preparedness**

We must insist that children are on time for the start of a session. Staff will set a good example by being in the classrooms and prepared in advance of the teaching session. The teaching sessions begin formally at 8:55 for registration (lesson begins by 9:00), 10:55 (following playtime) and 13:00 (following lunch).

### **Related Policies**

Exclusion Policy  
Bullying Policy

### **Monitoring and Review**

Review will take place in line with the School Improvement Plan.

## Appendix 1 - Classroom Rights and Responsibilities

<p><b>We have the right to:</b></p> <p><b>be safe.</b></p> <p><b>learn.</b></p> <p><b>work with others.</b></p> <p><b>express ourselves and be heard.</b></p> <p><b>receive help.</b></p> <p><b>have some free time.</b></p>	<p><b>We have the responsibility to:</b></p> <p>not run in the classroom, use equipment safely, sit properly on our chair, report any unsafe actions.</p> <p>let others concentrate by working quietly, staying in our place, putting our hand up to ask and answer questions, not fidgeting, calling out or answering back.</p> <p>share equipment, take turns and help others when asked.</p> <p>listen to others when it is their turn to speak.</p> <p>put our hand up and wait quietly for our turn.</p> <p>complete our work.</p>
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## Dining Hall Rights and Responsibilities

<p><b>We have the right to:</b></p> <p><b>be safe.</b></p> <p><b>eat in a friendly atmosphere.</b></p> <p><b>talk with my friends.</b></p> <p><b>have somewhere nice and clean to eat.</b></p> <p><b>enjoy the meal.</b></p>	<p><b>We have the responsibility to:</b></p> <p>take care to walk carefully around the dining hall, carry our food with care, clear up anything that is spilt straight away, sit properly on our chairs.</p> <p>be kind, don't tease anyone or say unkind things.</p> <p>talk quietly so we can all hear and put my hand up and wait quietly if I need something.</p> <p>pick up or wipe up any food or rubbish on the table or floor before we leave and put unwanted food in our lunchbox.</p> <p>have good table manners, eat with our mouths closed, use a knife, fork and spoon, put our hands up and wait to be told we can leave.</p>
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## Playground Rights and Responsibilities

<b>We have the right to:</b>	<b>We have the responsibility to:</b>
<b>be safe.</b>	play gently, taking care to keep our hands and our feet to ourselves.
<b>have personal space to play in.</b>	play in the right places, taking care not to knock anyone over.
<b>be talked to kindly.</b>	not to say unkind things or tease and to be polite to all the adults who help us at lunchtimes.
<b>have somewhere nice and clean to play.</b>	to put our fruit waste in the bin and the toys away.
<b>have clean equipment to play with.</b>	look after our equipment.
<b>play with others.</b>	be friendly and invite others to play with us.
<b>be treated with respect.</b>	treat others as we would like to be treated.