



Behaviour Policy

Introduction

Aldersbrook Primary School is committed to creating a safe and secure place of learning, which is populated with curious, involved, confident and independent learners for life (CICI).

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which learners can learn and develop as caring and responsible people.

Staff are committed to working closely with parents, learners and Governors to promote positive behaviour consistently and to create a culture of respect. We will always take a considered and sensitive approach in order that we can support all of our learners.

Our Core Beliefs

- Behaviour can change and every learner can be successful.
- Learners repeat behaviours for which they get attention. Learners will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps learners feel good about themselves.
- An effective reward system and celebrating success helps to further increase learner's self-esteem enabling them to achieve more.
- Understanding each learner's needs and their individual circumstances helps us to act in the fairest way possible for the learner, at that moment.
- Adult behaviours create learner's responses and behaviours

Aim of the Policy

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all learners, staff and parents;
- ensure that all adults take responsibility for behaviour and follow up any issues personally, with support if needed;
- promote the use of restorative approaches in place of punishments;
- promote learners' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our learners are polite, happy and considerate of others' feelings;
- encourage our learners to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where learners can learn without limits.

As a school community, through the taught curriculum as well as during other opportunities e.g. play and lunchtimes, Breakfast Club, CICI club, After School activity clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc;
- teach strategies for learners to solve conflicts fairly and successfully;
- teach specific co-operative and collaborative skills to enable learners to work effectively as a member of a group;
- enable learners to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable learners to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure learners are aware of the consequences of their words and actions towards themselves and others.

Three Rules

Aldersbrook has three simple rules: 'Be READY, Be RESPECTFUL and Be SAFE.'

These rules are further explored and explicitly taught in class, assemblies and other school experiences.

- **Be ready** - for example - I will help myself and others to learn by being ready to listen and complete my work.
- **Be respectful** - for example - I will listen and talk politely to adults and other learners; look after equipment and the school environment.
- **Be safe** - for example - I will be kind and look after myself and others, following appropriate instructions from adults.

Visible Adult Consistencies

The following visible behaviours exhibited by staff are consistent. Through these behaviours adults will build respectful relationships with learners.

- **Learners are greeted as they arrive in the classroom**, daily by their teacher and/or learning support assistant. This enables everyone to start the day positively and with a smile. Members of the SLT will also meet and greet learners and parents at the school gates.
- **Staff will be calm, consistent and fair** in their treatment of learners, parents and colleagues. Adults in school will avoid shouting at learners or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch learners 'doing the right thing' in order to praise and recognise desired behaviours. This encourages learners to be role models and makes expectations on behaviour clear for all.
- Teachers plan and deliver lessons that engage, challenge and meet needs of all learners.

'Above and Beyond' Recognition

At Aldersbrook we recognise and celebrate learners who go 'above and beyond' our standards. Although we have awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those harder to reach learners.

Learners are recognised for their good behaviour.

- Each class has a Recognition Board. The board has a space to exhibit a target when deemed appropriate by the teacher. The aim should always be for the whole class to get on the board in order to create the feeling of a class team effort.
- Good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of good behaviour.
- School Value Certificates – given out in Assembly – two learners from each class per week.

Supporting the behaviour of learners with additional needs.

Learners who have challenging behaviours in addition to their special educational needs will need to have a behaviour support plan which will be reviewed with parents each term.

Aldersbrook's Stepped Approach to Behaviour Management

The reminder

A reminder of the expectations for learners to '**Be Ready, Be Respectful and Be Safe**' delivered privately to the learner. The member of staff makes them aware of their behaviour. The learner has the choice to do the right thing.

Step 1: The verbal warning

A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their previous good conduct to illustrate that they can make better choices.

Step 2: The written warning (written down in behaviour log and only visible to the teacher and individual learner)

- a) Gentle approach, personal, non-threatening, side on, eyed level or lower.
- b) State the behaviour that has been observed and which rule/expectation or routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner: allow time for learner to decide what to do next. If there are comments as you walk away write them down and follow up later.

Step 3: Time-out of the learning or playing environment.

- The learner is asked to speak to the member of staff preferably away from others.
- Boundaries are reset and learner reminded of previous good conduct/attitude/learning.
- Learners are asked to reflect on their next step – what better choice could you make?
- Learner is given 3 to 5 minutes of reflection time away from their play or learning. In playground this can be to either walk alongside the staff member or to sit on the bench. In the classroom this doesn't need to be a set place but teachers should have an awareness of where children could sit if they need some time away from their learning. A sand timer can be used to provide a visual prompt. On completion of the time the adult gives a final opportunity to re-engage with the learning / play situation.

Step 4: Time-out in another class or away from the playground.

If the step above is unsuccessful the learner will be taken to work in another class, **ideally the phase leader's classroom** but if this is not possible then another class from the phase group. The learner will be walked by a supporting adult or another learner from class. The phase leader or class teacher should ideally be phoned ahead. The learner will need to have their work with them. If the learner is out at play then he/she will be escorted to the member of SLT on duty.

The learner then misses the following break or 15 minutes of lunchtime play (whichever is first).

The behaviour is recorded on ARBOR.

The parents/carers are **informed by telephone by class teacher** the same day. The **call** must also be **logged on ARBOR**.

The learner can only be sent to another classroom once a day. Step 4 is skipped if the cycle continues for a second time.

Step 5: Time-out with SLT and reflection sheet completed.

If Step 5 is reached, the learner is sent with work to spend the rest of the morning or afternoon session with SLT and the learner will miss the following break and lunchtime.

The behaviour incident on ARBOR is updated by SLT following on from the report written by the previous staff member involved.

A reflection sheet is completed by the learner following a reflection discussion with an adult. Additional notes can be added to the reflection sheet based on the learner's age, learning need or details that they have written. The reflection sheet is photocopied so that a copy can be kept in school and the original is sent home to be signed and returned. SLT will contact parent/carer to explain why the reflection sheet has been issued. The focus of the reflection sheet is for the learner to take ownership & responsibility of their actions.

In cases of serious poor behaviour, a learner may be sent to the Co-Heads or a member of SLT straight away. These behaviours would include racist or homophobic language as well as physical assault.

The reflection sheets are logged, stored and monitored by the Emotional Support Team who meet weekly. If a learner receives 3 reflection sheets a meeting is arranged with a Co-Head, parents/carers and learner. A plan is put in place. This might include mentoring input and /or positive progress report for a period of time. If, following these interventions, negative behaviour of the same kind continue to occur, further sanctions will need to be considered such as internal exclusion, fixed term exclusions or permanent exclusion. These are only considered once all other options show that they are not working.

Restorative Conversations FOLLOW UP, REPAIR AND RESTORE

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the learner. This will help to ensure that the relationship between adult and learner remains positive but also teaches the learner to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the learner. For the youngest learners, the two questions in bold should be used initially, with other questions being used if appropriate, so the learners learn early on in their school life that their actions have an impact on others and also consequences for them.

Use the restorative questions to follow up the incident, repair relationships and enable the learner to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 learners)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Unacceptable Behaviours

Occasionally, some learners may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Behaviours or comments that are racist, sexist, transphobic or homophobic
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting

(The teacher needs to consider any individual needs for the above)

All of the unacceptable behaviours mentioned above must be logged on ARBOR / CPOMs by the adult present at the time. A member of SLT will communicate with the learner's parent/carer.

The role of the parent

At Aldersbrook, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that learners attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Extreme Behaviours

Some learners exhibit particular behaviours based on early childhood experiences and family circumstances. At Aldersbrook, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many learners they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual learner. These learners may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations. When dealing with an episode of extreme behaviour, a learner may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Exclusion (Fixed Term and Permanent)

Exclusions will occur following extreme incidents at the discretion of the Head Teachers. A fixed-term exclusion of between 1-5 days will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The learner needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the learner better.
- The learner being at home will have a positive impact on future behaviour.

If these conditions are not met, an internal or fixed term exclusion may be put into place.

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The learner may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other learners is too high.
- The impact on staff, learners and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the learner will be at the heart of all decisions making processes.

This policy needs to be read in conjunction with the following school policies that can be accessed through our school website.

Anti-Bullying Policy

E-Safety Policy

Equality Policy

Mental Health and Well Being Policy

Safeguarding and Child Protection Policy

SEND Inclusion Policy

Health, Safety and Welfare Policy