



Behaviour Policy

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Introduction

Aldersbrook Primary School is committed to creating a safe and secure place of learning. We are proud to nurture a student body who are **curious, involved, confident** and **independent (CICI)** learners for life.

We believe that behaviour involves everything: how we talk, how we listen, how we treat one another, and how we approach learning. Our policy recognises that *connection is key* - when teachers communicate and behave respectfully, children

do too. We believe that strong, respectful relationships between adults and learners underpin success.

All staff, pupils and families share responsibility for maintaining the highest standards of conduct and for celebrating positive behaviour. We work closely with families to ensure consistency, fairness and clarity.

Our Core Beliefs

- Behaviour can change and every learner can be successful.
- Consistency is key: adults modelling calm, fair and predictable behaviour builds trust.
- Learners repeat behaviours for which they get attention. Positive attention and recognition change behaviour more effectively than punishment.
- Reinforcing good behaviour helps learners feel good about themselves and encourages them to go above and beyond.
- Treating everyone the same is not fairness - fairness is giving each learner what they need at that time.
- When teachers build positive attachments and do not take behaviour personally, children feel safe to re-engage.
- Clear, simple instructions and predictable routines support all learners, regardless of ability.
- An effective reward system and celebrating success helps to further increase learners' 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 behaviour can drive pupil behaviour.

What Good Behaviour Means at Aldersbrook

- Being Respectful and Safe
- Being Ready and Hardworking
- Being Helpful and Considerate
- Being Careful and Kind
- Being Polite and Welcoming

The Benefits of Good Behaviour

Aldersbrook Children: feel happy and safe, develop confidence, learn to be good friends, achieve their best.

Aldersbrook Staff: teach effectively without disruption, work positively with colleagues and families, enjoy strong relationships.

Aldersbrook Families: feel confident their children are safe, cared for and learning in a supportive environment.

Visible Adult Consistencies

- Modelling Aldersbrook Basics
- Reminding others of showing the Aldersbrook Basics
- Greet learners at the door.
- Use calm, respectful language at all times.
- Give clear, simple instructions.
- Pay first attention to the best conduct ("catch pupils doing it right").
- Apply rules consistently while recognising individual needs.
- Plan and deliver lessons that engage, challenge and meet the needs of all learners.
- Connect before correcting - use relationships to refocus and reinforce expectations.
- Build attachment through positive teacher–pupil time.
- Model not taking behaviour personally.

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:** prepared to learn, listen, and participate.
- **Be Respectful:** to adults, peers, property and the environment.
- **Be Safe:** make choices that keep yourself and others safe.

Learners who have not been able to follow these rules in school may not be chosen to represent Aldersbrook at upcoming competitions and events.

Recognition and Celebration

- **Brilliance Boards in every classroom:** all pupils begin in a positive place. Names only move positively across the board daily as pupils demonstrate excellence in behaviours and values.
- **Weekly Certificates:** two pupils per class recognised for CICI and RRS.
- **Value of the Week Recognition Email:** highlighted in assemblies and staff briefings, pupils who demonstrate excellence in these values will receive positive notes to families from leadership team members to celebrate behaviour excellence alongside mini postcard for pupil themselves
- **Half-Termly Afternoon Tea:** celebration with families for CICI and RRS for the half-term class winners. Each class will have one award-winner per half term and this will be someone who has consistently demonstrated both RRS and CICI across the whole half term. Each SLT member may also choose up to one pupil who has stood out positively for their demonstration of CICI and RRS. Families will be given one week's notice to attend.
- **End-of-Year Awards:** recognising exceptional contributions across learning, values and behaviour including subject award winners
- **Above and Beyond Experiences:** special visits, Headteacher time, and occasional *Hot Chocolate Friday* for outstanding effort.

Behaviour Routines and Expectations

- The first week in September and the first 1–2 days after holidays are dedicated to ready, respectful and safe behaviour including re-establishing core routines known as the Aldersbrook Basics.
- SLT lead behaviour assemblies at the start of each term to reset expectations.
- Behaviour expectations are explicitly taught and practised in classrooms, corridors, assemblies, lunch hall, and playgrounds.
- Staff use playtime as an opportunity to model, coach and reinforce positive behaviour.

The Brilliance Board

Each classroom will display a **Brilliance Board**, designed to recognise and celebrate positive behaviour and learning attitudes. The board has three horizontal zones:

- **Green Zone (Recognition):** All children begin each day in the Green Zone, recognised for being Ready, Respectful, and Safe.

- **Silver Zone (Values in Action):** Children move into the Silver Zone when they demonstrate our school values - Curious, Involved, Confident, Independent - or consistently show Ready, Respectful, Safe. This move is narrated positively to the class.
- **Gold Zone (Excellence):** Children who sustain consistent excellence in behaviour and learning attitudes may be moved into the Gold Zone. Achieving Gold earns a raffle ticket for the class *Brilliance Jar*. Tickets will be drawn at intervals, with selected children joining the Headteacher for *Hot Chocolate Friday*.

Additional Guidance for Staff

- Children may receive a maximum of one raffle ticket per day. Further excellence beyond Gold should be acknowledged verbally and celebrated with the class.
- The Brilliance Board is a positive-only linear system. Children do not move down. Formal warnings and sanctions follow the separate stepped approach, which is staff-facing and not displayed publicly.
- Every child should regularly experience recognition on the Brilliance Board, reinforcing a culture of belonging, aspiration, and achievement.

Stepped Approach to Behaviour

1. Reminder (Private Prompt) – gentle redirection to Ready, Respectful, Safe.
2. Verbal Warning – clear statement of behaviour observed + link to expectations (reinforce previous positive).
3. Written Warning – logged privately, expectations reinforced verbally to pupil
4. Missed Breaktime – with phase leader with work to complete and family informed by teacher.
5. Time Out with SLT – reflection sheet, family contacted, CPOMS logged.
6. Serious Incidents – immediate SLT involvement, family informed, CPOMS logged. Multiple serious incidents will lead to a school-family meeting facilitated by a Senior Leader with key teachers and family members.

Restorative Practice

Following any incident, staff will hold a restorative conversation, supported by SLT if needed. Questions can include:

- What happened?
- What were you thinking and feeling?
- Who was affected and how?
- What needs to happen to put things right?
- How can we do things differently next time?

This restores relationships, rebuilds trust, and helps children understand why behaviour matters.

Supporting the Behaviour of Learners with Additional or Different Needs

- The SENDCo will assess and support pupils whose behaviour reflects unmet needs.
- Reasonable adjustments and relational support plans will be used where appropriate, with regular co-production opportunities and reviews alongside family members.

Responding to Extreme Behaviour

For some learners, bespoke **Positive Handling Plans and/or Risk Assessments** are in place. These plans outline tailored strategies, adjustments, and expectations to help staff respond consistently and reduce the risk of escalation.

In rare cases, where extreme behaviour presents a risk of harm:

- Staff may use reasonable force to prevent pupils injuring themselves, others, or damaging property.
- Any intervention will always be proportionate, used only as a last resort, and for the shortest time necessary.
- Every incident will be recorded on CPOMS, and shared with family at the earliest opportunity.

By combining proactive support with clear safety measures, we ensure that all learners are cared for, protected, and given every opportunity to succeed.

Family and Parental Role

Family members are partners in behaviour. We ask them to:

- Support school values at home.
- Understand that this policy has been designed with pupils' best interests and wellbeing in mind.
- Respect decisions made by school which are in line with this behaviour policy.
- Attend meetings when behaviour is a concern.
- Celebrate positive recognition shared by staff.

Safeguarding and Serious Behaviour

Unacceptable behaviours (violence, child-on-child abuse, bullying, discrimination, theft, substance misuse, online harm, mobile phone use in school) will be dealt with seriously and recorded on CPOMS.

These may lead to higher-level sanctions, including internal exclusion, suspension, managed move, or permanent exclusion when necessary.

Malicious Allegations

If a learner makes a deliberately false or malicious allegation against a member of staff or another learner, they will be disciplined in line with this policy.

Where an allegation is found to be unsubstantiated, unfounded, false, or malicious, the school will:

- Consider, with the Local Authority Designated Officer (LADO) where appropriate, whether the learner requires support or whether the allegation was a possible cry for help. This may lead to a referral to children's social care and, if necessary, the police.
- Ensure the pastoral needs of staff and learners involved are addressed.

(See also the Child Protection and Safeguarding Policy.)

Searching for Prohibited Items

In line with Department for Education guidance, if a learner is suspected of bringing a prohibited or illegal item into school:

- The learner will be asked to hand the item to a senior member of staff, in the presence of another adult.
- If necessary, the learner may be asked for permission to search their coat or bag. If consent is refused, the Headteacher may authorise a search without consent. Another adult must always be present.
If a learner is suspected of carrying an item on their person and refuses to hand it over, reasonable force may be used to conduct a search.
- Where a weapon or illegal item is suspected, the police will be called.
- If police conduct a search or questioning, a member of staff will be present to uphold the school's duty of care and to advocate for the learner's wellbeing.

This policy aligns with, and should be read in conjunction with:

- Safeguarding & Child Protection
- Anti-Bullying
- Equality
- SEND Inclusion
- E-Safety
- Health, Safety & Welfare