



Great Alne Primary
School
Behaviour Policy

GREAT ALNE PRIMARY SCHOOL BEHAVIOUR POLICY

Aims of this policy

- 1. Great Alne Primary School promotes positive behaviour**
- 2. We praise and reward children for good behaviour**
- 3. We encourage children to be self-aware**
- 4. We address poor behaviour**
- 5. We address serious or persistent negative behaviour**
- 6. We expect children to behave well in the playground**
- 7. The Role of the Headteacher**
- 8. The Role of Teachers and Support staff**
- 9. The Role of Parents and Carers**

1 Aims of this policy

Every member of the Great Alne School community should feel valued and respected. We should all treat each other fairly and well. The main purpose of this behaviour policy is to emphasise the importance of good relationships in helping everyone in our school community to flourish.

We are a caring community, with values built on mutual trust, kindness and respect for all. The school has number of simple rules which are set out in this document. This behaviour policy applies to all members of the school - teaching staff, support staff, pupils and parents/carers – as we recognise the importance of working together to promote a safe, happy, learning environment.

The school aims to treat all children fairly, and staff will apply this behaviour policy in a consistent way. An effective behaviour policy, fairly implemented, will help children learn and grow in a secure environment, and to become positive, responsible and increasingly independent members of the school community.

2 Great Alne School promotes positive behaviour

The Golden Rules

There are five golden rules at Great Alne. They are displayed in each classroom and around the school. They are revisited with the children at the beginning of each term and at other times when necessary.

Kind Hands,
Kind Feet, Kind Words



THE GREAT ALNE SCHOOL GOLDEN RULES

- We are kind, gentle and respectful to everyone.
- We are ready to learn, work hard and always do our best.
- We tell the truth, even when it is hard.
- We listen carefully to others both in school and on the playground.
- We take care of our own property and things that belong to our school or other pupils.

Great Alne expects all children to know, understand and follow the school rules to ensure a safe and positive learning environment.

Class rules

Class rules are decided upon by the children within a class group with the help of their teachers and support staff. They are intended to be guidelines for age-appropriate behaviour and expectations.

Dining room rules

- We respect all adults who look after us.
- We say please and thank you.
- We line up quietly and sensibly.
- We have good manners when we eat and use our knife and fork.
- We remember to use quiet voices in the dining hall.

3 We praise and reward children for good behaviour

The Headteacher actively encourages staff members to send children to her to be praised for good behaviour, improved attitudes to learning, and outstanding achievement.

Reception

- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the staff team to meet the needs of the individual children.
- Teachers and support staff speak to the children about their behaviour, using age-appropriate language and try to help the children build an understanding about the Golden Rules and what sort of behaviour is appropriate at school.
- Stickers and other rewards, positive feedback to parents, sharing good news with other staff are all examples of strategies used to promote high expectations about behaviour.
- During carpet sessions children are reminded about the expectations for behaviour while they are learning, and they are praised for behaving well.
- At playtime and free flow sessions the children are reminded about the expectations for behaviour while they are playing, and they are praised for behaving well.

Key Stage 1 & 2

We reward pupils for consistently following the school rules by:

- Praising individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- Using stickers and other rewards to encourage children to do their best.
- Using Team points to reward children for wonderful work and good behaviour. All children are in a team named after trees that are found growing on the school field or nearby. (Willow, Oak or Apple) Staff award team points for hard work and behaviour.
- Giving positive feedback (written or verbal) in pupils' book.
- Displaying their names on *Over the Rainbow* when they are following the rules, all of the time.
- Sending home, a Good News certificate when they persistently achieve their learning goals, show exceptional kindness to others, or show exemplary behaviour and attitudes to learning and friendship.
- Sharing positive achievements with parents/carers.
- Sharing work with other adults at school.
- Awarding Star of the Week certificates at the end of each week.

- Celebrating children who have achieved well in school in our Celebration Assembly by sharing their names on the newsletter.

NB Specific strategies for rewarding positive behaviour are subject to change depending on the age of the children.

4 We encourage children to be self-aware

The children are encouraged to reflect on their emotions and behaviour and are taught how to regulate themselves using different strategies. The behaviour charts in each classroom are used to support children to understand the behaviour expectations in school. Staff will support children to understand how to make good behaviour choices. It will also ensure consistency in expectations across the school.

5 We address poor behaviour

Foundation Stage

- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the staff team to meet the needs of the individual children.
- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age-appropriate language and try to help the children build an understanding about what behaviour is appropriate at school
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the poor behaviour continues then they may be sent sit on another carpet in Foundation Stage
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on 'time out'.
- Any aggressive behaviour results in a child being sent immediately to 'time out'.
- Staff will bring any concerns regarding a child's behaviour to the swift attention of parents or carers. An individual behaviour support programme may also be arranged in consultation with SENCO, Head and Parents/Carers

Key Stage 1 and 2

In all classes, there will be a behaviour chart like the one below. Teachers will be able to choose the format that best suits the age of their children.

If a pupil does not follow the class rules, there are several steps, the school takes. The children will all start the day on **blue skies**. Good behaviour will be rewarded by moving children up the board. If children need a reminder about behaviour, the following steps will follow.

Step 1	Verbal reminder
Step 2	Second warning
Step 3	5 minutes from your play time
Step 4	Increasing time out in units of five minutes.

If the behaviour of the pupil persistently breaches the school's behaviour policy, the school will follow the steps in the **Serious or Persistent Negative Behaviour** section of this policy.

If a pupil has been referred to an outside support agency, that individual, may receive alternative sanctions than the ones listed above. These will be recorded in a separate Behaviour Plan. These will be recorded on ABC sheets. These are shared with parents.

We address serious or persistent negative behaviour

Our rules, rewards and sanctions should work for the majority of children for most of the time, helping them develop good attitudes and keep to acceptable standards of behaviour. In rare instances, a child may have barriers that make it harder for them to follow our school rules all the time.

Examples of this sort of behaviour include:

- ❖ **Physical force:** hitting, pushing with considerable force, scratching, biting, kicking, punching, grabbing
- ❖ **Verbal abuse:** swearing, screaming, rudeness, threatening language, racist, sexist or homophobic remarks, name calling, teasing, shouting
- ❖ **Refusal to follow safety instructions from staff:** walking or running away, hiding or climbing
- ❖ **Non- verbal negative body language**
- ❖ **Persistent or repeated** (three or more incidences within a 10-day period) answering back or non-compliance with ordinary instructions from staff

When a child's behaviour is deemed by staff to be serious or persistently negative the following procedure is followed.

- **Step 1 - Reflection**

The child will be sent to do an immediate reflection with Headteacher, where his/her behaviour is discussed, responsibility taken, and apologies made. The pupil misses 15 minutes of his/her next playtime. The class teacher will discuss this with parents.

- **Step 2 – On Report**

More than one incident of reflection **within a week** will result in the pupil having their behaviour monitored both on the playground and in the classroom. Parents will be informed either verbally or by letter.

When a pupil is has their behaviour monitored, he/she must follow **all** of the school rules. The class teacher logs positive behaviour by the pupil and the Headteacher reviews progress daily. If positive behaviour is noted for three consecutive days, the pupil is considered no longer to be on Report.

- **Step 3 – Individual ABC records**

A small number of pupils in our school need additional support with behaviour. External agencies will be working with the children and the school. ABC sheets will be used to record behaviours throughout the day. This information will be shared with

Parents on a daily basis. ABCs will be reviewed at half-termly intervals by the Head Teacher and the DSLs.

- **Step 4 – Fixed-term or permanent exclusion**

Repeated breach of the school's rules or any type of extreme behaviour which results in the harm of themselves and/or others may result in a pupil receiving a fixed-term or permanent exclusion.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any pupil from the school, but in extreme circumstances this may be necessary.

An exclusion will be made if:

- A pupil seriously assaults other children or staff.
- A pupil repeatedly breaches the school rules in a series of incidents.
- A pupil commits a serious breach of the rules in a single incident.
- Separate exclusions from playtimes will also be considered if children are repeatedly breaching the playtime expectations part of this policy.

Fixed term suspension

A fixed-term suspension consists of a specified amount of time within the school year. This may be a few days or weeks. The amount of time will be decided by the Headteacher and follows the guidelines from the Department of the Education. The Chair of Governors will also be notified.

Permanent exclusions

For repeated or very serious acts of anti-social behaviour, the Headteacher has the right to permanently exclude a pupil. Such action is only taken after very careful consideration.

In all cases of exclusion, the parents/carers are informed immediately and given the reasons for the exclusion. The school governors are also informed. Parents will be informed in writing of their rights and the school's obligations for all exclusions.

7 We expect children to behave well in the playground

It is important that all our pupils can have fun, play, make friends and keep safe at playtimes.

Lunchtime Supervisors are responsible for rewarding good behaviour, monitoring poor behaviour and implementing this part of this policy. The Lunchtime Supervisor is responsible for reporting any problems to the class teacher and/ or the Headteacher.

Great Alne expects everyone to:

- Use kind hands, kind feet and kind words
- Follow instructions from adults
- When the playtime bell rings, all children must **STOP, LOOK & LISTEN**

We promote positive behaviour in our playground



Positive behaviour is rewarded by midday meals supervisors with raffle tickets which the children post into a Lunchtime Behaviour Box. The box is brought to Celebration assemblies and a draw is done to and the winners announced on the newsletter.

Lunch Club is held for to enable staff to support children, who may find it tricky at unstructured times. There are always exciting activities to share with friends and opportunities to make new ones. Lunch Club will run as an alternative venue to the playground for some pupils. It is a quieter and supportive space with different activities on a daily basis. These include board games, films, Lego, and craft activities.

We monitor poor behaviour in our playgrounds

Foundation Stage

- Any concerns are reported to the class teacher and recorded in the behaviour log by the Lunchtime Supervisor. This log details the incidents, responses and any actions taken.
- Persistent concerns or emergent behaviour patterns are monitored by the DSL and deputy DSLs at their regular meeting.

KS1 and KS2

- Expectations for good playground behaviour are made very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Staff on duty warn children verbally if their behaviour is inappropriate.
- If a child receives a second warning about their behaviour the child will be taken to the time out area for five minutes.
- Any serious incidents such as aggressive behaviour, physical or verbal, will be dealt with by the Headteacher.
- Staff will be made aware if any individual child is having trouble in controlling their behaviour or are following an individual behaviour plan. Midday Meal Supervisors write up any concerns from that day's playtime in their notebooks. These are seen on a Friday, however serious incidents are reported to the Headteacher immediately.

8 The Role of the Headteacher

- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school by setting standards for behaviour.
- It is the responsibility of the Headteacher to implement this behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports all staff in implementing this policy to the highest standards.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.
- The Headteacher has the responsibility for imposing fixed-term exclusions on individual children for serious acts of misbehaviour. The school governors will be notified when this action is taken.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

9 The Role of Teachers and Support staff

- It is the responsibility of class teachers to ensure that school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of classroom and playground behaviour, and they strive to ensure that all children work to the best of their ability and treat each other well.
- The class teachers are role models for the children and they must treat each child fairly and consistently.
- The teachers treat all children in their classes with respect and understanding.
- Class teachers report regularly to parents and carers about the progress of each child in line with the whole-school policy. However, the class teacher may also contact parents to make them aware of repeated low level negative behaviour by their child, such as calling out or disrupting the class.
- The class teacher keeps a record of all incidents of poor behaviour in class. In the first instance, the class teacher will deal with these incidents themselves. However, if the child continues to misbehave, the class teacher will seek advice from the Headteacher.
- If there are growing concerns about the behaviour or welfare of a child, the teacher will refer the matter straight away to the Deputy DSLs or the Headteacher.
- All meetings/ conversations with parents are logged.
- Support staff provide a positive model of behaviour and ensure high expectations are made explicit to the children. They inform class teachers of any negative behaviours.
- All staff should feel confident to remind children about behaviour expectations and sanctions to all pupils.

10 The Role of Parents and Carers

- Parents and Carers are invited to sign a Home School Agreement when enrolling their child at the school.
- Parents are expected to adhere to the Home School Agreement and support the actions of the school. This includes any sanctions given by the school for poor behaviour. Any queries regarding sanctions must be addressed firstly to the class teacher, then to the Headteacher.
- We expect parents and carers to collaborate actively with the school, so that children receive consistent messages about how to behave at school and at home.
- We expect parents and carers to support their child's learning and to cooperate with the school as much as possible.

MONITORING

This policy will be reviewed every two years.

Reviewer: Governors and Head Teacher

Date: December 2021

Review date: November 2022