



ALSTON MOOR FEDERATION

Primary Behaviour Policy

Rationale

- Each pupil in our school is entitled to care, consideration and security.
- Pupils should be treated fairly and with compassion in keeping with the ethos of the school.
- Each member of the school community has a responsibility to ensure the school functions in an orderly and secure manner.
- We must demand the highest standards of behaviour during all hours of the school day, and engender in the pupils a sense of responsibility, community and high regard for authority both inside and outside of school.
- We must respond promptly, firmly, fairly and be consistent in our approach to misbehaviour with the ideal being to promote the highest quality relationships in school and facilitate the highest level of learning.

Aims

1. To promote collective responsibility for good behaviour and high expectations in school both in lesson time and non-contact time.
2. To promote positive relationships in school as the key to positive behaviour.
3. To establish care, concern, compassion and respect as the basis for all relationships in school.
4. To challenge all forms of negative and anti-social behaviour at all times.
5. To ensure clear lines of communication and understanding of the school's principles and expectations.
6. To develop positive links with parents in supporting the school in challenging negative behaviour.
7. To give all staff, both teaching and non-teaching the confidence to act and receive support.
8. To promote the school Code of Conduct in helping to maintain the highest standards of behaviour.

The school recognises that pupils need:

- Regular attendance
- Access a safe, stimulating environment
- To feel valued
- To be offered an appropriate, well balanced curriculum with realistic expectations
- To have exemplary role models
- To develop an understanding of right and wrong and be able to make choices which are for the good of the community.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.

- To take care of property and the environment in and out of school

The school recognises that parents need:

- To support the school policy
- To know that their children are safe and are going to be treated fairly
- To be welcomed into school as partners in their children’s education
- To be well informed and involved with their child’s life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

The parents’ responsibilities are:

- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline • To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.

The school recognises that staff need:

- To be able to teach without disruption
- To be supported by a clear and consistent implementation of the behaviour policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

The adults in our school will endeavour to be **forgiving, unshockable, persistent, relentless and calm**. It is not only about what the adult says, but how they say it. At no point should an adult be ‘shouting’ at a child. Adults should be aware that the tone in which they speak will have an impact on the reactions of the child.

Class teachers will implement a range of routines with their classes. These are expected from all classes and the behaviour expectations will be explicitly taught, modelled and expected by all. These routines could include, but are not limited to:

- Arrival and exit from the classroom
- Lining up
- Moving around school as a class
- Use of resources
- Volume level
- Visiting the toilets

Recognising Positive Behaviour

Positive Praise

All staff in school will provide positive praise to identify and recognise children who are exhibiting the desired behaviours. The adults will aim to ‘notice the unnoticed’ praising the child demonstrating the behaviour while providing a role-model of the behaviour to others.

Role Models

As a part of ‘noticing the unnoticed’ the sharing of good examples of behaviour, attitudes, work etc. with other children and staff is expected. Children are encouraged to visit other adults in school to share positive incidents.

House points

All adults are able to award Dojo/TED points to identify and recognise positive learning behaviour, one point for each positive behaviour. These are transferred to our House point system (Red, Yellow, Green and Blue), the winning house is rewarded at the end of the year.

Certificates

Weekly certificates will be given out to children during the whole school collective worship. These certificates are awarded to children who have been seen displaying positive learning behaviours. Certificates are also given for the most Dojo/TED points. Teachers may award class teacher certificates.

Home School links

Staff are encouraged to pass on positive behaviour messages with home. This may be using Dojo/Seesaw, face to face or via telephone.

Response to low-level behaviours (level 1 and level 2)

Low-level negative behaviours may include but are not restricted to:

- Rudeness or unkind behaviour to staff or peers
- Not meeting work expectations
- Littering
- Phones visible
- Damaging school property
- Inappropriate use of social media
- Breach of behavioural expectations when travelling to and from school

The use of choice, chance, consequence is followed by all staff as a first step in dealing with all behaviour incidents.

Taking responsibility

When dealing with low-level negative behaviours adults will take responsibility by following the below strategies. Children will not be sent to another member of staff in order for behaviours to be sanctioned. Children will not be stood outside classrooms, offices etc to rectify behaviours. Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While low-level behaviour needs to be recorded on CPOMS, they do not need to be directly reported to the class teacher / member of the senior leadership team etc.

Positive Praise

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating the low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

Role Models

Children who do not respond to positive praise may need more individual focused attention from the adult. This comes in the form of adults finding ways to build a positive relationship with the child through:

- Notes home
- Postcards
- Certificates
- Work shared with others
- Given a specific job
- Time to chat
- Extra responsibility

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child – what do they respond to?

30 second intervention

Low level negative behaviour should not be allowed to further disrupt learning / activities. The 30 second intervention recognises the behaviour and gives the child the opportunity to correct it.

30 second intervention (script)

1. "I notice you are ..."
2. "It was the rule about ... that you have broken"
3. "Do you remember last week when you ... (insert example of positive behaviour)"
4. "That is who I need to see today. Thank you for listening."

Adult will then move on and will not allow for further engagement.

Restorative conversations

All negative behaviour will be followed up with a restorative conversation. This should be done in private and when a child is calm. It will be a discussion between the adult and child reflecting on the low-level disruptive behaviours.

Response to high-level behaviours (level 3)

High-level negative behaviours may include but are not restricted to:

- Use of racist or homophobic language
- Physical assaults
- Swearing
- Persistent low-level negative behaviours
- Bullying
- Refusal to follow school rules
- Behaviour that puts themselves or others at risk of harm

This is not an exhaustive list and may also be dependent on the age of the child/ren involved.

Incidents of high-level disruptive behaviour should always be recorded on CPOMs and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will always be reported to parents or carers, initially by the class teacher before senior leads become involved.

School responses to high-level negative behaviours will always involve the parents or carers and may include:

Trusted adult

A trusted adult may be used to support the child and class teacher. They are available to support during breaks and lunches, provide short time outs from class, share positive behaviour with etc.

Reward Chart

Reward charts allows the child, parents and trusted adults to track a child's behaviour. It will be discussed with a child and parents/carers. It will last for a specified period of time e.g. 1 week. The chart will be personalised for the child.

The aim is to work towards a specific reward. The chart should highlight any areas in which the child needs extra support.

Out of Class

The Headteacher or member of staff authorised by them may exclude a child who is due to represent the school at a sporting event, match or other event or who is due to participate in a residential activity or day visit as a sanction.

Support for children who exhibit significantly inappropriate behaviour

Children who are unable to learn effectively because of their behaviour or who persistently prevent others from learning may benefit from support from other agencies. A behaviour management plan will be put in place in conjunction with SENCO. We will consult fully with parents if we believe this would be beneficial.

Other agencies include:

- Educational Psychological Service
- Behaviour Support Service
- Emotional Well-being Team
- Child Emotional and Mental Health Service

Exclusions

Exclusions guidance is based upon current Local Authority and DFE guidance, which sets out responsibility of Head Teacher, governing body and the LA.

Exclusions will not be used if there are alternative effective solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move)

Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone or letter.

Details/records of incidents are kept, and exclusions reviewed by the governing body.

Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day.

Parents will be required to attend a re-integration interview regarding pupil's fixed period exclusion.

Permanent Exclusions

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.

Serious one-off offences may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting dinner money)
- Poor academic performance
- Non-attendance, lateness

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Physical restraint / Use of reasonable force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMs and reported to parents

Child on Child Abuse / Sexual Violence

Please refer to the Child on Child Abuse Policy September 23 for details

Appendix one

Monitoring Arrangements

This policy will be reviewed annually by the Governing Board.

Version Control	
Owned by:	Deputy Head teacher/Assistant Headteacher Katherine Bainbridge/Sally Hill
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