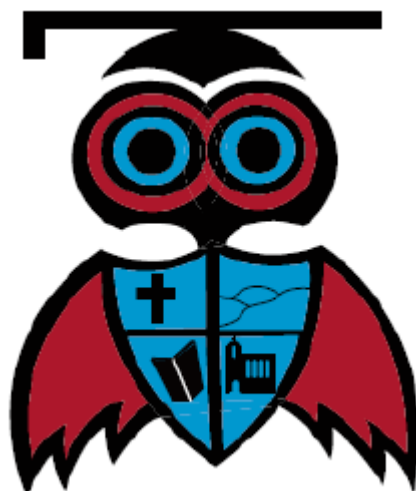


William Alvey Primary School



Behaviour Policy

This policy was reviewed by governors on the 19th March 2024 and will be reviewed again in Spring 2025.

How this policy reflect our school vision

Our vision underpins everything we do at William Alvey. We work to ensure all our children, and staff, realise their potential and develop their character. We believe this can be achieved by working together, as well as serving others. Strong behaviour for learning habits are a crucial tool to enable us to achieve our vision and are the drivers behind our approach to encouraging good behaviour across school.

The Alvey approach to developing strong behaviour for learning habits

- 1.1** Every individual has a responsibility for the way that they behave. For most Individuals, positive behaviour is a norm and serves as a benchmark to which all should aspire. However, in this school, we recognise that the learning of the personal skills of self-motivation and self-control are an integral part of the learning process which must be taught, encouraged and nurtured.
- 1.2** Many opportunities exist within curriculum time to focus upon self-discipline and responsibility to others. P.S.H.E. and collective worship are ideal opportunities to raise issues and provide appropriate models of right and wrong. However, of equal importance is the way in which relationships are formed and enacted on a daily basis. Positive role models which are consistent and appreciated are likely to have the greatest impact on behaviour modification. A child with behavioural difficulties will be supported most effectively by being absorbed into a group of children whose own behaviour is positive and controlled. Equally children are likely to behave well within the classroom environment when:
 - clear expectations and procedures exist
 - the curriculum is broad and balanced
 - work is matched carefully to the ability of each child
 - time is found to recognise the contribution of each child
 - children are involved in decision making processes
 - teaching is adapted for children with SEND
- 1.3** Additionally there must be in place some means of ensuring consistency at whole school level and in all situations. To this end, the school has established clear expectations to which both children and adults are encouraged to aspire.

Our behaviour policy relates to many other policies such as our Anti-bullying and Safeguarding policies.

2. School Expectations

- We will always be friendly, kind and caring.
- We will always be polite.
- We will always care for our school.
- We will always try our hardest.
- We'll always listen to others but think for ourselves.

2.1 Our everyday expectations include:

- Entering school through the front gates calmly at 8.40am.
- Waiting on the playground sensibly in the mornings (no running games or football).
- Entering school, remembering the difference between outside voices and inside voices.
- After break/lunchtimes all children should enter the school ready for lessons (not spending time at lockers or in the toilets).
- All children are expected to walk around the school and hold doors open for adults and their peers.
- All children are expected to use their inside voices in school (hushed, 'library' style voices).
- Similarly in public working areas, children are expected to use their inside voices.
- Silence entering/leaving hall-assembly.

These whole school expectations work alongside agreed class rules.

3. Rewards

3.1 Token System

The opportunity to reward success operates at two broad levels:

- To reward effort and individual achievement.
- To reward positive behaviour within normal school routines including the reward of positive behaviour at lunch time.

Each child will be provided with a recording chart. Children are then awarded stickers to attach to the appropriate sheet. For children in:

- Early years each have displayed in the class their own recording chart.
- KS1 and KS2 children have their stickers displayed on a class grid.

The criteria for awarding stickers is broad. However, as a general rule the following points should be adhered to:

- rewarding individual achievement
- consistency of achievement
- where personal targets set by children themselves, or the teacher, have been met
- for a single piece of work of outstanding quality
- year group decision for the reward of tokens for homework
- rewarding positive behaviour
- where behaviour consistently meets school expectations.
- where personal behaviour targets are met.
- Rewarding positive lunchtime behavior

(See detailed guidelines for lunchtime supervisors Appendix 1.)

3.2 Within KS1, once a child has earned twenty tokens a colour coded certificate will be sent home.

- 20 tokens earned within any one year earns a bronze certificate
- 40 tokens earned within any one year earns a silver certificate
- 60 tokens earned within any one year earns a gold certificate
- 80 tokens earned within any one year earns a super gold certificate

Within KS2, once a child has earned forty tokens a colour coded certificate will be sent home.

- 40 tokens earned within any one year earns a bronze certificate
- 80 tokens earned within any one year earns a silver certificate
- 120 tokens earned within any one year earns a gold certificate
- 160 tokens earned within any one year earns a super gold certificate

3.3 Staff are expected to keep their token recording charts clearly displayed in the classroom so team reps can easily keep a running tally of tokens awarded each term so that a team presentation can be made termly. The whole process is intended to encourage children to succeed and should serve to celebrate that success. Most children will be expected to achieve a certificate every two terms. Effort should be rewarded and importantly those children that always try their best and behave as expected SHOULD be receiving their certificate before anyone else. For some children with a SEND passport for behaviour, it may be necessary to employ a separate reward/token system.

4. Five Steps

4.1 All classes also adhere to a 5 step daily recording system of behaviour. This is clearly displayed in each classroom using 5 images and children's names or photographs. Children begin each day on the 'middle step' and then move up or down according to their behaviour.

Rewards

- Children immediately receive a token for reaching the top step on any given day.
- At the end of the week children who have consistently been on the top step (3 times or more) will receive another token.
- At the end of a week, children who have consistently been on the 2nd step upwards, will receive a token.

Sanctions

- If children are one step below the middle step at the end of the day (Years 3-6) or session (Rec-2), they will miss some time at break time.
- If children are on the bottom step at the end of the day: Years 3-6 will miss a Break time and Rec-2 will be given a suitable sanction.

This system runs throughout the school and therefore children can also move up a step if:

- Noticed by another teacher for good examples of behaviour (e.g. acts of

kindness, excellent behaviour in assemblies, picking up litter etc).

- Being specifically mentioned by an MSA and displaying excellent behaviour at lunchtimes.
- Children may be moved up or down in light of behaviour at lunchtime.

5. Other rewards

- Verbal praise
- Showing work
- Good work assemblies
- Stickers
- Certificates
- Privileges
- Positions of responsibility
- Incentives
- Caught Being Good coins
- Note/telephone home to parents

6. Sanctions

Negative Behaviour

It is our intention to fully utilise every opportunity to employ the **positive benefits** of a structured reward system to applaud children's success in terms of:

- positive behaviour
- academic success and concerted effort
- altruistic behaviour

However, we feel **that it is imperative that a** clear and overt policy exists which can be applied in the event of pupils failing to meet required expectations.

In failing to meet required expectations of behaviour, a child may have perpetrated one or more of the following:

- A breach of the class charter (class rules).
- A breach of the 'School Expectations' as outlined in this policy.
- Behaviour that causes disruption, affecting other children's ability to aspire to the 'School Expectations'.
- Behaviour that is abusive in nature, either physically or verbally, towards pupils or staff.
- Use of any object as a means of causing harm, or threatening to cause harm, to pupils or staff.
- Use of homophobic, racist or sexual language towards pupils or staff.
- Use or possession of an item that is not deemed necessary or appropriate for the school environment, including illegal substances.

This list is not exhaustive, and the school reserves the right to add anything to it that is deemed to cause serious injury or harm, or a risk of injury or harm, to children and adults within the school. This may be as a result of a 'one off' incident, or a series of incidents.

7. School Response

What follows is a sequence of events which should be viewed as an order of consequences. Should the incident be deemed to be of a serious enough nature, stages of consequence may be bypassed, in order to provide a more appropriate sanction.

- Stage 1 Teacher/TA give a general class reminder about expectations. (class based only).
- Stage 2 Teacher/TA should talk to the child calmly and quietly maintaining eye contact where possible. This should take place as soon as possible in the environment in which the child was working or playing again reminding about expectations. Stage two takes place twice before removal to another area within the classroom.
- Teacher should once again speak calmly and quietly but this time more forcibly. It should be made clear that the child has a choice and is thus responsible for his/her destiny. The teacher must remain visible to the rest of the class at all times.
- Stage 3 Teacher to remove child to another class in the school. This is to the Year Group Leader or to someone within the team. Teacher or support assistant to escort the child to new class and explain to receiving teacher the work to be completed. 'Time-out' should be used sparingly and should not exceed one hour in a day. Children should not go to the class with siblings in.
- Early Years/KS1:** If children have been removed to another class, parents are to be informed at the end of the day. **KS2:** Incident to be recorded in the Year Group Incident book.
- Stage 4 If behaviour persists a meeting to be arranged with Year Group Leader, class teacher, parent and child. Any action at this level should be reported to the Headteacher and recorded on CPOMst.
- If children are persistently behaving at a level that warrants stage 4 intervention, SENCO must be informed and the process of Record of Action leading to School Action will need to be considered. This should be shared and agreed with parents. The targets must have outcomes understood by the child, be easily measurable and contain an agreed timescale for improvement of behaviour. Parents will need to be kept informed and have the opportunity along with the child to comment on progress made.
- Stage 5 Intervention/discussion by Headteacher/Deputy Headteacher with the child.
- Stage 6 Incident(s) reported to Headteacher **who will** contact the child's parents and arrange a meeting between **the** parents, the child, the class teacher and Headteacher. At **this** meeting the teacher will produce evidence of the negative behaviour that the child is exhibiting.
- Stage 7 This meeting may result in a final warning for a child or in the worst case scenario may lead directly to Stage 8.

Stage 8 Headteacher excludes child from school; this could be temporary or permanent.

8. Physical Restraint

Those staff that have been trained in positive handling methods of restraining children are able to employ these methods as a last resort (Appendix 2).

9. The use of mobile phones in school

School has a long standing policy that no child should bring a mobile phone into school. This stance is based on the grounds below:

- Phones can be used inappropriately and lead to lost learning time, both in school and on the way to school.
- Phone messages can cause disagreement and conflict. This already happens with messages posted outside school hours. If they were posted in school, these issues would only increase.
- Who takes responsibility for phones when they are in school. Some parents believe phones should be looked after by school staff, who then become responsible if they are damaged or lost. The school view is our staff should concentrate on teaching and learning, and not be distracted from this unnecessarily.
- The disparity between different types of phones can lead to ill feeling between children.
- Research shows time away from screens has a positive impact on children's development. This rule is understood by children and parents alike. On the rare occasion a child brings their phone into school, it is confiscated for the day and returned to the child's parent. The child's teacher rings the parent to remind them of the school expectation and nearly all parents agree to support school in this regard.

If a parent refuses to support school, we would not punish the child for the actions of an adult. We would confiscate the phone each day.

Should a child ignore the rule, the behaviour sanctions outlined above would be followed.

10. Measures to Prevent Child on Child Abuse

William Alvey recognises that pupils may become victims of abuse from other pupils. Child on Child abuse can include:

- Bullying (including cyber bullying, prejudice-based and discriminatory).
- Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm).
- Sexual abuse
- Sexual harassment
- Sexual activity without consent
- Upskirting
- Initiation
- Consensual and non-consensual sharing of nudes and semi-nude images and videos.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as

‘banter’, an inevitable fact of life or part of growing up. All staff will model manners, courtesy and respectful relationships.

Staff must report instances of child-on-child abuse through the normal safeguarding concern process. Support must be provided to both the victim and perpetrator. In some circumstances, the Safeguarding Team will consider if a referral to children’s social care and/or police may be appropriate.

11. Behaviour Incidents Online

We expect pupils to exhibit the same standards of behaviour online as apply offline. The way in which pupils interact online with one another can have a significant impact on behaviour and culture in school. We will investigate and sanction a pupil when appropriate where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. When an incident raises a safeguarding concern, child protection procedures will be followed.

12. Searching and Screening for Banned Items

The Headteacher and members of staff authorised by the Headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property.
- Vaping paraphernalia
- Mobile phones

13. Pupils’ Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity.

Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case by case basis in partnership with parents. On the whole, school will attempt to separate what happens at school with what happens outside school hours, which is a parental responsibility.

Criminal behaviour will be reported to the police.

Appendix 1

RATIONALE AND PROCEDURES FOR THE ADMINISTRATION OF THE SCHOOL'S BEHAVIOURAL MANAGEMENT POLICY BY LUNCHTIME SUPERVISORS.

(Please also see the Midday Supervisory Assistant Policy for further information)

- All supervisors are empowered to administer rewards for good behaviour.
- All rewards must be administered in line with the school policy.
- Children must be clear about why they receive rewards.
- It is imperative that supervisors are consistent and that the system is administered fairly.
- Once given a reward cannot be withdrawn.

1. Background to the reward system

1.1 The lunchtime reward system is one element of a whole school approach which recognises good behaviour, consistent effort and work of quality. All staff are expected to participate fully in the system. At all levels children must be made to understand that rewards are to be earned and that they will not be given lightly.

1.2 Procedures for administration:

- Each supervisor will be provided with a box/packet of reward stickers.
- Only two stickers to be administered each day.

Every day the mid-day supervisor will update their class chart displayed in the classroom. It is expected that every child throughout each term will have received a token/sticker.

1.3 Criteria for the administration of rewards:

In general terms rewards should be given to children who are successful in complying with the spirit of the school's expectations. The two stickers administered each day should relate to two separate elements of the lunch hour.

- The period when children eat.
- The remainder of the lunch hour.

1.4 Administration

Recognition can be made for one or a combination of any **of the** following criteria.

Indoor period

- Being organised to eat quickly and in accordance with normal routine.
- Eating quietly without having to be constantly reminded.
- Being tidy and polite.
- Being responsible for any mess created e.g. showing initiative in dealing quickly with a spillage.
- Assisting the supervisor or other children in some way.
- Packing away and moving sensibly to the playground without fuss.

Outdoor period

- Playing independently i.e. without the need for constant adult supervision.
- Treating equipment/school environment with respect.
- For smiling and being friendly.
- For supporting others who are feeling unhappy or isolated.
- For assisting in some way e.g. helping with injuries.
- For dealing maturely with an incident i.e. not responding to provocation.
- For coming into school quickly and without fuss at the end of the lunch hour.
- For being polite e.g. opening doors for others.

IMPORTANT

This criteria **must** be shared with all children in order that they have every opportunity to succeed.

Whilst we have tried to address a broad range of success criteria there are likely to be occasions when supervisors must use their initiative in recognising and rewarding positive behaviours. This is to be encouraged.

Appendix 2

1. Managing Physical Conflict

- Assess the situation, move other children away (contain) and then send for help, ideally from a trained colleague.
- Every teacher and teaching assistant has a red card with their name on. A responsible child or teaching assistant takes the red card to the front office where immediate action is taken to support the class teacher. This card is to be used where staff or children are in immediate danger or possible harm.
- Try and talk to the children involved and explain consequences (options).
- Only intervene physically if you are sure it will not end in physical harm to yourself or make the situation worse.
- Any form of physical intervention should follow the guidelines set out below.

2. Physical Restraint

Physical restraint is the positive application of force in order to protect/prevent a child from causing injury to him/herself or others or seriously damaging property (5 scenarios as outlined in the DfE document 'Use of reasonable force' July 2013).

Injury means 'significant injury'; this would include; actual/grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning. It must be shown that on occasion where physical restraint is used, there were strong indicators that if immediate action had not been taken, injury would have followed.

3. Guidance: During an incident

- 3.1** In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned, ideally from trained colleagues (two adults for every child whenever possible); other pupils should never be involved in restraint.
- 3.2** The pupil should be approached calmly but firmly. Where possible explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach will be maintained by the member of staff throughout the duration of the incident. The method of restraint employed must use the minimum force for the minimum time and will observe the following requirements:

Restraint must NOT:

- Involve hitting the pupil.
- Involve deliberately inflicting pain on the pupil.
- Restrict the pupil's breathing or holding a child face down on the floor;
- involve contact with sexually sensitive areas.

During any incident the restrainers should:

- Offer verbal reassurance to the pupil.
- Reduce the risk of any accidental injury which may be caused by the surrounding environment.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- In extreme circumstances using more restrictive holds.

Recording incidents

It is important that a written report is kept on any occasion when force is used; the member of staff concerned should advise the head or senior member of staff immediately following the incident and provide a written report as soon as possible afterwards. The report should include:

- The name(s) of the pupil(s) involved.
- When and where the incident took place.
- The name(s) of any other staff or pupils who witnessed the incident.
- The reason why force was necessary.
- How the incident began and progressed.
- The pupil's response and the outcome of the incident.
- Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property.

Some Dos and Don'ts when using physical restraints

Do

- If at all possible, use staff who have taken the appropriate training.
- Be aware of any personal feelings of anger.
- Summon help from another member of staff/responsible adult.
- Continue to talk to the pupil in a calm way.
- Provide a soft surface if possible.
- Be aware of any accessories worn by you or the pupil.

Don't

- Unless necessary to prevent serious injury, do not retrain a child unless you have undertaken the appropriate training.
- Straddle the pupil.
- Push arms up the back.
- Touch the pupil near the throat or head.
- Put pressure on joints.