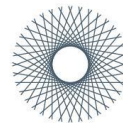


Alban Wood Primary School and Nursery

Behaviour Policy



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We value: Respect, Kindness, Ambition

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NAME OF POLICY:	Behaviour Policy
STATUS:	Statutory
DATE ISSUED:	Jan 2024
REVIEW DATE:	Jan 2025
APPROVED BY:	Academy Governing Body
APPROVED DATE:	March 2024

Introduction

At Alban Wood Primary School we aim to create a happy, secure atmosphere. Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. By ensuring that all adults and children treat each other with mutual respect and consideration, our pupils will learn to value and respect themselves, others and the school. This policy seeks to provide clarity in relation to the management of behaviour at Alban Wood for pupils, parents, all staff and governors.

The following policy is based on our governing body's principles and the expectations of behaviour at our school.

Aims

We aim to:

- Use a therapeutic approach to support the management of behaviour.
- Promote pro social behaviour and manage difficult or dangerous behaviour.
- Focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- Ensure a consistent, whole school approach.
- Reward good behaviour, consistently provide opportunities for children to make positive choices about their behaviour and influence their own outcomes.
- Reduce the number of fixed term and permanent exclusions where they are disproportionately high.
- Be fair when implementing educational and protective consequences, always providing opportunities for children to reflect, repair and resolve issues in relation to behaviour.
- Communicate openly and at the earliest possible opportunity with parents and with all relevant professionals.
- Aspire to high standards and expectations so that the ethos in each class and around the school is conducive to excellence in learning.

How the school promotes and supports excellent behaviour

- Our values are Respect, Kindness and Ambition. Leaders and class teachers will continually explore these with pupils, for example, through assemblies and the PSHCE curriculum. Achievement of these will be praised and rewarded (see below). Wherever possible, our school values are linked to children's broader understanding of British Values.
- All members of the school community have rights and responsibilities in relation to behaviour. Pupils and staff have the right to play, learn and work within a supportive, friendly and safe environment. Pupil responsibilities are to aspire to excellent behaviour all the time; staff are responsible for modelling these high expectations and for continually demonstrating the school values.
- We recognise that well-planned, motivating lessons have a positive impact on pupil behaviour. Whilst always holding high expectations for pupil behaviour, we commit to ensuring that lessons are adapted to meet the needs of all pupils. This is a teacher's responsibility and a right for pupils, as research clearly shows that pupils behave well when they are supported, challenged and engaged in their learning.

Promoting Pro-Social Behaviour

- Each child in school (Years R-6) is a member of a house. When children demonstrate excellent behaviour (in class, the playground or around the school), they will be awarded house points by all members of staff. These are recorded and collected in each class and are added together weekly, where the winning house is celebrated in assembly. These incentives support children with developing a collective responsibility and sense of belonging—high pupil motivation is seen in achieving these. A running total for each house is kept over time to provide additional termly and annual rewards.

- Children's achievements and learning are celebrated in Friday Achievement assemblies. Good news in particular areas of school life is always celebrated. For example, winning sports teams will be congratulated in assemblies. Attendance is tracked and awards given for classes each week.

How the school manages and supports behaviour that is difficult

As previously stated, the school values underpin expectations for behaviour at Alban Wood. Children will be supported in the following ways to meet these expectations.

- Repair, reflect and restore:** The principles of repair, reflect and restore underpin our support for all pupils. In summary, if wrong-doing has taken place, all parties will be given the opportunity to discuss what has happened. An adult will facilitate the pupils when deciding together what is needed, including consequences as appropriate so that everyone can move forward from the incident. Any incident involving some difficult behaviours will need an educational consequence whereas some will also require a protective consequence.

Educational consequences

What does the pupil need to learn? What will we teach? What learning will we offer to support the pupil making a different choice next time? How will we monitor this? What structure or information will we need for de-briefing the pupil?

Protective consequence

This is only used if a freedom needs to be removed to reduce the risk of harm. It should be based on evidence or perceived danger. The adult will need to consider what will the pupil need to demonstrate before the freedom is returned. Any removal of freedom should include a thorough de-brief as part of the educational consequence.

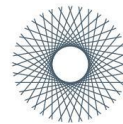
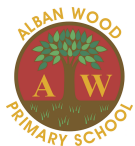
- In the playground, MSAs and play leaders are available to support children. We aim to anticipate difficulties wherever possible and target children to have a positive lunchtime.
- During their time at school some pupils will require extra support in managing their behaviour. At these times, the SEN policy will be referred to in relation to supporting children's emotional and mental health needs. Risk management plans may be implemented, including a wide range of positive support, in-school and from external professionals where needed.
- In addition, our Inclusion Mentor, our Wellbeing Mentor and/or a member of the Senior Leadership Team are always available if and when a pupil needs support.

Behaviour systems within class

- When a child demonstrates difficult behaviour, the first step will always be to remind them of the expected behaviour. Where possible, this will be done privately rather than publicly. The aim is to then 'catch' the pupil making a positive choice and to recognise this.
- If a child continues to demonstrate difficult behaviour, then it may be necessary to give them some time out to reflect.
- If a child continues to demonstrate difficult behaviour, and a conversation with the class teacher or TA is not having a positive impact, then it may be necessary for the child to have a change of learning environment. This may be to reflect or to work out of class for a short period of time. Children who are often needing periods of time out will be monitored, and further support will be provided where necessary.
- Some children may need further support with behaviour. Consequences will depend on the context of the situation (see previous information on protective and educational consequences). Difficult behaviour is recorded on Arbor. If necessary, parents will be called to discuss next steps. Following this, a conversation will always be facilitated to ensure children are given the opportunity to repair, reflect and restore. Some behaviours may result in having a conversation with the Senior Leadership Team.

Exclusions

Exclusions are only considered in serious circumstances. This is always at the discretion of the Executive Headteacher, and may include an Internal Exclusion (within Alban Wood) or an External Fixed-term Exclusion. If a pupil is to be excluded from the school, this will be undertaken within the Hertfordshire Exclusion Guidelines. On return to school, a plan will be developed alongside the teachers and parents to support the pupil's reintegration into the classroom.



Prejudiced Behaviour or Bullying

Racist, sexist or any other prejudiced comments will not be tolerated at Alban Wood. Similarly, any accusations of bullying will be investigated thoroughly, and will be tackled rigorously and immediately. Incidents of these natures will always be recorded and parents will be informed. As well as the appropriate consequences, children will be supported to understand the seriousness and given time to reflect on actions. See the Anti-Bullying policy for more detail.

Physical contact

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a pupil; to direct or steer a pupil; for activity reasons (drama or PE). In addition to this, occasionally the use of restrictive physical intervention may be appropriate. Restrictive physical intervention will only be used when all other strategies have been unsuccessful. There are situations when restrictive physical intervention is necessary, for example in the situation of danger for the pupil, other pupils or staff.

Sexual Misconduct

Harmful sexual behaviour which could include abuse will not be tolerated, i.e. assault, harassment including online messages, sharing online images or drawings, bullying, graffiti, lewd comments and behaviour, sexual remarks about clothes and appearance, sexual jokes and taunting, up skirting and coercion.

Child on Child Abuse

The following forms of abuse will not be tolerated: bullying, including cyberbullying, prejudice-based and discriminatory bullying, physical abuse, sexual violence, sexual harassment, causing someone to engage in a sexual activity, sharing of inappropriate images and videos, up skirting and behaviour that is coercive.

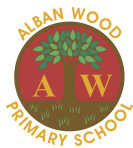
Behaviour outside of school

The school will seek to support parents and respond to situations of inappropriate behaviour of its pupils, outside of school within the community. Pupils will be reminded about showing correct behaviours when outside of school as well as inside.

Children with additional needs

Alban Wood is an inclusive school but we recognise that some approaches are not always appropriate for all children. For children identified with additional needs, this approach may not be the most appropriate way of dealing with their behaviour. Where this is the case, individual behaviour plans with individualised consequences could be put in place. These plans may elongate the process towards the final sanction of exclusion to include more steps / interventions to support the behaviour being displayed. All children have access to The Pastoral Base where they can receive support, regulate their emotions and return to being learning ready.

For all children at Alban Wood, exclusion is the last resort and we do everything we can to work with the child and parents and carers to avoid this.



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Sanctions – At Lunchtime (additional to and in conjunction with school day plan below)

Level	Inappropriate Behaviour	Consequence	Record of Incident
Level 1	<ul style="list-style-type: none"> Child speaks inappropriately to another child Child spoils another's game Child plays roughly/play fighting Child runs down corridor Child is in school building without a reason 	Reminder of the rules / expectations WARNING: Staff member reminds child of consequences if the behaviour does not stop.	None If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP
Level 2	<ul style="list-style-type: none"> Child continually plays inappropriately or continually annoys others Child is disrespectful to a staff member Fighting or similar low-level aggression at lunchtime Child refuses a reasonable request from any adult Child verbally abuses another child Child throws an object in dining hall Child is witnessed throwing a stone, or similar, in a way that is dangerous to others 	TIME OUT: 1 minute for each year of age. Child has timeout with lead MSA Child should be allowed to finish lunch first if the incident occurs in the dining room but will be moved onto another table.	MSA who is involved with incident records the facts in the lunchtime behaviour record file (red file). Note given to class teacher so that further action can be taken if needed. MSAs to record incident in Arbor. If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP
Level 3	<ul style="list-style-type: none"> Child receives Time Out for a third time in one lunchtime or x3 Child is racist or sexist to another Deliberate damage to property, including graffiti. Deliberate act of aggression (not play fighting) Repeated fighting or similar low level aggression during lunchtime 	CONSEQUENCE: Child misses the remainder of the current lunchtime and has a consequence the next day. Child to sit at a designated place which is deemed suitable for the child receiving the consequence. A contribution to the repair of damaged property will be requested of parents if necessary.	Senior midday day supervisor informs the class teacher of the child's consequence. Class teacher phones the child's parents to inform them of the consequence. Incident recorded in Arbor. Member of SLT is informed if it was a racist incident. If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP



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Level 4	<ul style="list-style-type: none"> Level 3 behaviour is repeated in one half term. 	PARENTS INTO SCHOOL: Behaviour plans to be put into place.	<p>Phase leader to hold a meeting with the child's parents and liaise with the school's SENCO for behaviour plans moving forwards.</p> <p>If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP</p>
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Sanctions – School Day

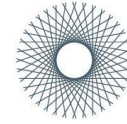
Level	Inappropriate Behaviour	Consequence	Actions and Recording
Level 1 Defiance -1 Lack of respect -1 Low Level Disruption -1 Swearing -1 Intimidation -1 Play Fighting -1	<ul style="list-style-type: none"> Child speaks inappropriately to another child Child disrupts the lesson Child walks around the class inappropriately Inappropriate language Threatening behaviour Low level / play fighting 	Reminder of the rules / expectations WARNING: Staff member reminds child of consequences if the behaviour does not stop.	<p>Behaviour may be recorded in Arbor where appropriate (Level -1)</p> <p>If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP</p>
Level 2 Continued Defiance -2 Fighting -2 Verbal abuse -2 Continued Lack of respect -2	<ul style="list-style-type: none"> Child continually behaves inappropriately and/or continually disrupts the lesson Child is disrespectful to a staff member Child continually refuses a reasonable request from any adult Child verbally abuses another child Fighting or similar aggression during playtime, PE or transitioning between lessons Child throws an object to deliberately hurt someone or damage property 	TIME OUT: 1 minute for each year of age Parents informed where appropriate	<p>Behaviour may be recorded in Arbor where appropriate (Level -2)</p> <p>If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP</p>



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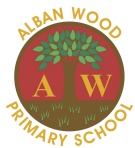
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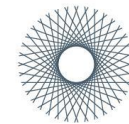
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Level 3 Assault -3 Continued Defiance -3 Continued Verbal Abuse -3	<ul style="list-style-type: none"> Child receives Time Out for a third time in one day Child is racist or sexist to another Deliberate damage to property, including graffiti Child misbehaves whilst completing a Time Out Repeated fighting during playtime, PE or transitioning between lessons Deliberate acts of aggression 	Consequence: Break time with SLT. Time out of class may be appropriate. Parents informed A contribution to the repair of damaged property will be requested of parents if necessary.	All behaviour logged as Level 3 in Arbor Class teacher phones the child's parents to inform them of the consequence. If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP Phase leaders are involved SLT is informed if it was a racist or bullying incident.
Level 4 Triggered Level 4 -4	<ul style="list-style-type: none"> Level 3 behaviour is repeated in one half term. 	PARENTS INTO SCHOOL: A behaviour plan to be put into place.	All behaviour logged as Level 4 in Arbor Phase leader to contact parents and liaise with the school's SENCO and child's class teacher for behaviour plans moving forward. If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP
Level 5 Triggered Level 5 -5	<ul style="list-style-type: none"> Level 4 behaviour repeated in one half term. A very serious act of violence or inappropriate behaviour towards staff or children. Continuous acts of bullying. Any behaviour that could/has resulted in serious damage to persons, property or is a very serious infringement to school rules. 	INTERNAL EXCLUSION: Child to be excluded from his/her class - working in another classroom or area. Exclusion time to be age appropriate.	All behaviour logged as Level 5 in Arbor Phase leader to contact parents, behaviour plans adjusted accordingly. If the inappropriate\ behaviour is of a sexualised nature or child on child abuse, refer this to the DSP
Level 6 Triggered Level 6 -6	<ul style="list-style-type: none"> Level 5 behaviour repeated three times in a half term Drug and alcohol related Arson 	EXTERNAL EXCLUSION: The decision to exclude, whether permanent, fixed period or lunchtime, will be based upon strict adherence to procedures in the 'Hertfordshire Exclusions Guidance' (CSF 3941).	All behaviour logged as Level 6 in Arbor School to inform Trust and LA Appropriate paperwork filed on children's file



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	<ul style="list-style-type: none">• Extreme physical aggression towards staff or other children		If the inappropriate behaviour is of a sexualised nature or child on child abuse, refer this to the DSP
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