

NAME OF POLICY:	Behaviour Policy
STATUS:	Statutory
DATE ISSUED:	July 2018
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APPROVED BY:	Academy Governing Body
APPROVED DATE:	Summer 2018

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 for and expectations of behavior at our school.

Aims

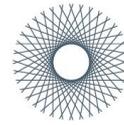
We aim to:

- 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 where there are behaviour concerns for a pupil: with the pupil him/herself, 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

- The **values of Respect, Kindness and Ambition** are our school rules. Leaders and class teachers will continually explore these with pupils, for example, through assemblies, P4C enquiries 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. Pupil and staff rights are 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.
- **Teaching and Learning.** 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 differentiated to meet pupil needs and abilities. This is a teacher responsibility and a right for pupils, as research clearly shows that pupils behave well when they are supported, challenged and engaged in their learning.
- **PSHCE and P4C.** Through PSHCE / P4C we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. We implement this curriculum through assemblies, in-class lessons, additional foci (for example, protective behaviours) and special weeks (for example, our democracy focus during pupil elections each year in autumn term) to support this and build a positive school ethos.

Promoting Pro-Social Behaviour



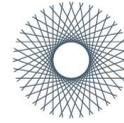
- Each child in school (Years 1—6) is a member of a **house (birch, oak, ash or maple)**. When children demonstrate excellent behaviour (in class, the playground or around the school), they will be rewarded with ‘treasures’ or ‘jewels’. These are coloured marbles which are collected in a jar in each 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.
- Individual rewards will also be given in each class (for example, stickers/certificates may be awarded for excellent learning, behaviour or demonstration of the school values). Achievement certificates are awarded to individuals during Friday assemblies. The focus for these includes citizenship, learning, handwriting/presentation and especially celebrating children’s best efforts.
- Good news in particular areas of school life is always celebrated. For example, winning sports teams will be congratulated in assemblies. In particular, attendance is tracked and awards given: for classes each week, and for individual children over time (excellence, and significant improvements).
- Lunchtime awards include MSA certificates for showing our school values, wristbands for pupils in KS2 and the opportunity to eat at our Golden Table!
- Wherever possible, the school will contact parents in relation to success: for example, certificates to go home or ‘good news’ phone calls. Individual classes and individual pupils may have their own additional positive incentives: for example, bronze / silver / gold certificates achieved in our Nurture group.

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. When deciding upon appropriate consequences, an adult will consider the following:
- **Educational consequence.** 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, **wellbeing ambassadors and play leaders** are available to support with children’s wellbeing, as well as our MSA team. We aim to anticipate difficulties wherever possible and target children to have a positive lunchtime—for example, inviting children to farm club, homework club, to spend time in the library or engage in a pupil-led project or responsibility.
- 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 **Learning 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. This will initially be at the independent learning table in the classroom. Again, the aim is to then ‘catch’ the pupil



- 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 which will be supported with a timer. 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). Behaviour may be recorded in the Senior Leadership Team's behaviour log on CPOMS. 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, for example serious behaviours such as verbal or physical unkindness.
- **Exclusions.** This is always at the discretion of the Headteacher, and may include an Internal Exclusion (within Alban Wood) or an External Fixed-term Exclusion. Exclusions are only considered in serious circumstances. 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 and Equal Opportunities policies 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 considered when all other strategies have been considered. There are situations when restrictive physical intervention is necessary, for example in the situation of danger for the pupil, other pupils or staff. Most staff members have had positive handling training as part of STEPS training and act in accordance with Hertfordshire's Restrictive Physical Intervention policy.

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.