



## Alban Wood Primary School – Positive Behaviour Policy

- This will initially be at the time out table in the classroom. Again, the aim is to then 'catch' the pupil making a positive choice, and to immediately praise them for this.
- If a child still continues to demonstrate poor 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 time out in another class. This may be to reflect (see above) or to work out of class for a short period (no more than 20 minutes). Children who are often needing periods of time out will be monitored, and further support will be provided where necessary (see previous page).
  - If a child is still unable to make the right choices, then the support of the learning mentor and/or Senior Leadership team will be sought. Consequences will depend on the specifics of the poor behaviour, but could include writing an apology letter, missing some of a play or lunchtime in order to complete learning and/or a Restorative Justice conversation. Behaviour at this level will always be recorded in the Senior Leadership Team's behaviour log. Parents will be called and may be invited to a meeting in school in order to discuss next steps.
  - A child can be taken out of class to see a member of the Senior Leadership team straight away for more serious behaviour, especially if another pupil or adult has been upset through verbal or physical unkindness.
  - Children within Early Years follow adapted whole school behaviour systems to ensure they are age appropriate. Generally, children are supported within the classroom to make the right choices. If children are unable to do this a member of the senior leadership team will support within the classroom.
  - **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. These will be very rare and only needed in the most serious circumstances. If a pupil is to be excluded from the school, this will be undertaken within the Hertfordshire Exclusion Guidelines. On return to the school a plan will be developed 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 instances of bullying will be treated very seriously, 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 of these behaviours. See the Anti-Bullying and Equal Opportunities policies for more detail.

### Monitoring and review

Behaviour, and the implementation of this policy, will be continually monitored within school (see the monitoring and evaluation schedule). This policy will be reviewed by the Senior Leadership team in collaboration with the whole staff every two years. DfE guidance is kept with this policy (Behaviour and Discipline in Schools, February 2014) for reference in relation to any unique situation that

### Rationale

At Alban Wood Primary School we aim to create a happy, secure atmosphere, where discipline is firm but fair, within an environment where all children are offered equality of opportunity. 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. Through emphasising praise and positive reinforcement, we aim to encourage high standards of learning and behaviour, ultimately enabling children to achieve their full potential. This policy seeks to provide clarity in relation to the management of behaviour at Alban Wood: for pupils, parents, all staff and governors.

### Aims

We aim to:

- Ensure a consistent, whole school approach to positive behaviour management
- Reward good behaviour, consistently providing opportunities for children to make positive choices about their behaviour and influence their own outcomes
- Be fair when implementing sanctions, always providing opportunities for children to reflect, repair and resolve issues in relation to poor 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** (for example, assembly focus throughout Autumn 1 2015).
- 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.

## Rewards

- Each child in school (Years 1—6) is a member of a **house (Birch, Oak, Ash and 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 rewards support children with developing a collective responsibility and 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 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, and notable achievements (whatever they are!) may be published in the school Newsletter. 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 and the opportunity to eat at our Golden Table!
- Wherever possible, the school will contact parents in relation to rewards: 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 difficulties

- As stated across, the school **values** underpin expectations for behaviour at Alban Wood. Where children fail to demonstrate these values, sanctions will be implemented (see below).
- **Restorative Justice.** The principles of restorative justice underpin our support for all pupils. In summary, if wrongdoing has taken place, then both the perpetrator and the victim(s) deserve the opportunity to talk through what has happened. An adult will facilitate the pupils to decide together what is needed, including consequences as appropriate, to rectify the situation.
- In the playground, **prefects and play leaders** are available to support with children's difficulties, 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.
- **Vulnerable pupils.** 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. Pastoral Support 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 to support if and when a pupil is struggling with their behaviour.

## Sanctions

- When a child demonstrates poor behaviour, the first step will always be to give a warning, and to remind the child of the expected behaviour. Where possible this will be private rather than public. The aim is to then 'catch' the pupil making a positive choice, and to immediately praise them for this.
- If a child continues to demonstrate poor behaviour, then it may be necessary to give them some time out to reflect (using a reflection form).