



Behaviour Policy

Alma Primary School Behaviour Policy

About this Policy

The policy is reviewed annually with all school adults and pupils. Parents are surveyed and their responses are also included.

Aim

- To promote high expectations of learning behaviour within teaching sessions and during unstructured times such as break time and lunchtime throughout the school.
- To provide consistency and continuity in the management of behaviour throughout the school.
- To provide pupils with the opportunity to develop the ability to manage their own behaviour and make the right choices in a supportive and well managed way.
- To equip school adults and pupils with the skills they need to create and maintain positive working relationships within the school.

Alma Primary School Rules

We are kind and respectful to each other and always tell the truth

We keep hands, feet and objects to ourselves

We try our best and are ready to learn

We help each other to stay safe

We take responsibility for ourselves and our environment

Support for pupils in keeping the Rules

Strategies Include:-

- Following the school's behaviour policy and procedures consistently
- School staff modelling appropriate behaviour at all times
- Where a pupil's behaviour is a concern there is a dialogue between the school and home
- Parents evening meetings and reports are used to inform families of a pupil's positive behaviour (poor behaviour is not referred to during parents evening meetings as meetings will have usually taken place)
- Using positive reinforcement to encourage appropriate behaviour (3:1 ratio positive to negative comments)
- Ignoring secondary behaviour -refer to Bill Rogers
- Where appropriate adapting school strategies to support individual class needs (only after consulting with Inclusion Lead/SLT)
- Circle time/PHSE sessions
- Whole school assemblies which focus on the school Vision and Values
- Individual support plans designed to meet the needs of particular pupils - this may include behaviour diaries or external support
- Support groups such as Nurture or Social Skills
- Place2Be and Place2Talk - school counselling service
- Learning Mentor and Pastoral Support Manager available for all pupils

Rewards and Consequences

The rewards and consequences outline whole school approach we implement and represent our expectations for the majority of pupils in our school. However, we also recognise that pupils are individuals and that it may be necessary at times to have alternative systems in place for individual pupils or cohorts who need additional to or different from others in terms of behaviour strategies.

Rewards

These rewards are to be applied throughout the whole school. No other reward systems will operate unless previously discussed with the Head of Inclusion/Senior Leadership Team.

The whole school community celebrates positive behaviour through:-

- Verbal praise and positive reinforcement of appropriate behaviour.
- Celebration assemblies each week. (Individuals) Pupils to receive a trophy which they keep in their room for a week, certificates go home.
- Class assemblies (Whole class).
- Special lunch - with the Head and Deputy.
- Informing parents.
- Keeping a record of Special Lunch/Celebration certificate.
- Considered in buddy selection and Head boy/girl.

Consequences

These consequences are to be applied throughout the whole school. No other consequence systems will operate unless previously discussed with the Senior Leadership Team.

Classroom/within school

The expectation is that all pupils start each day with a 'clean slate'. Pupils should be encouraged to learn from mistakes and encouraged to make the right choices about their behaviour. All school staff should model positive behaviour management strategies; at all times reminding pupils of the school/class expectations. Pupils should always know why they are being given a warning - but this should not be communicated in front of others in a way which humiliates or embarrasses the pupil.

Shouting at pupils is not a useful management tool and should be avoided.

If a child is not following the school rules or is behaving in an unacceptable manner the following sanctions will apply:

1. Depending on the child, give them at least 2 verbal warnings reminding them of how they should behave in class.
2. If the child breaks the rule again write their name on the board
3. A tick should be placed next to their name if the behaviour continues
4. Another incident would result in a 10 minute thinking time session in another classroom. (Pre-arranged within your phase.) Child to fill in a "What I did" pro forma.

Persistent negative behaviour will result in a Time Out session (whole session) carrying out work provided by the class teacher.

Secondary Behaviour

Secondary behaviour should be ignored unless it presents as a health and safety issue. As long as a pupil follows the original/initial request then they have done what they have been asked to do - even if they have huffed and puffed or slammed a door.

The consequences must be adhered to and may only be altered following negotiations with the Inclusion Lead or SLT

Verbal warnings should be used throughout the behaviour process.

No child should ever be made to feel embarrassed or be humiliated in front of their peers.

Parents should be informed by the class teacher when a pupil has received a Time Out and this must be done on the same day. This can be done verbally in person or by telephone. If for any reason a class teacher is unable to inform a parent or carer then the responsibility to inform goes to the standards leader. A letter requesting a meeting with the parent will be sent home once a pupil has had 3 Time Outs. The meeting should involve the parent, class teacher and/or standards leader or Inclusion lead.

It is important that the Inclusion Team are aware of pupils who reach 'Time Out' so that there is documented evidence which can be used to inform any intervention which may be needed.

In recognising that individual/cohorts of pupils may need additional to and different from whole school procedures our policy is implemented with flexibility.

We recognise that every pupil is different and therefore our policy is implemented flexibly in order to meet individual needs.

As a result, the school will put in place the following strategies:

- Raising of Issue at Inclusion meetings
- Individual support plans/classroom management strategies e.g Home/School diaries; time limited behaviour charts; specific rewards such as undertaking an activity with a friend.
- PSP, referral to BSS, CAMS
- Review meetings with parents
- Behaviour diary
- Daily Mentor Support (at this point the school does not have a learning mentor) provided by a member of the Inclusion Team.

Behaviour Expectations for Transitioning Around the School

Corridor Expectations

Pupils are expected to walk down the corridors silently. Staff and pupils should walk on the left along the corridors and up the stairs. Staff should accompany their pupils out of classrooms and out to break/lunch. For transition between sets/groups or RWI staff should stand by the classroom door to ensure orderly behaviour in corridors.

The expectation is that pupils will transition between classrooms silently. They should line up outside their classroom and wait silently until asked to enter the room. All staff should take responsibility for ensuring that pupils walk silently.

Lunchtime /Playtime

The School rules apply throughout lunchtime.

At the end of break times and lunch times teachers go to the playground to bring their pupils in.

Staff on duty will blow a whistle and the expectation is that pupils will stand still. The teacher will raise her/his hand which will indicate to her/his class that they need to follow the teacher inside.

Teachers must be in the playground before the whistle is blown so that classes can begin the next teaching session as soon as possible.

Lunchtime Restart Room

The restart room operates at lunchtime and the amount of time a pupil spends in there is dependent on the gravity of a situation or incident. Pupils who are angry and upset should not be brought to the room until they have had the opportunity to calm down first.

A record is kept of who has been sent to the room and why, pupils receive a slip which is to be passed to their parents or sent home- with an explanation if necessary from either the class teacher or a member of the Senior Leadership Team.

Pupils should not be sent to the room because they have not completed work - it is the responsibility of the class teacher to discuss with a pupil why work is unfinished and to take appropriate action.

Exclusions

Exclusions are used as a last resort and are carried out in accordance with borough procedures. The school will be in regular contact with the family during fixed term exclusions.

Values Education

At Alma Primary School we feel that school life should encompass and promote the enduring values that equip pupils to live in a challenging world and we teach pupils and students how to value themselves and other. We are also committed to developing positive relationships with people living in our families, our communities and the wider world. We feel that learning about values in school will enable pupils to grow as resilient people who can successfully embrace this constantly changing world.

The Values Education approach is a simple but powerful tool that comprises discussion about concepts, such as 'peace', 'honesty' and 'co-operation' through assemblies and lessons. We believe that through teaching values pupils are empowered to take responsibility and become successful in making the right choices regarding their behaviour and actions.

How it is implemented in our school?

- *Each term has a value focus. Values are introduced in whole school assemblies and are reinforced during class assemblies or PHSE sessions. All staff are expected to promote the school values and parents are told the meaning of the value in our newsletters.*
- *Inset is undertaken to re-establish the school vision and values.*
- *We consider the environment that staff and pupils are walking into and look for opportunities to provide a climate of delight and beauty for pupils to explore; we have dedicated areas for relaxation for pupils and adults.*
- *We explore the meaning of values through the teaching of Philosophy for Pupils.*
- *We have a behaviour policy that is consistently applied across the whole school.*
- *We have periods of quiet reflection and encourages deeper thinking and mature responses from everyone.*
- *We involve ourselves in team building projects that promote fun and which encourage pupils to take responsibility for organisation.*

Alma Values

Responsibility

Fairness
Co-operation

Honesty

Courage
Trust

Friendship

Caring
Hope

Determination

Resilience
Understanding

Hope

Peace
Freedom
Unity

Respect

Appreciation
Thoughtfulness
Tolerance

Reportable Offences

Racism

Alma Primary School does not tolerate any form of racism.

Alma defines racism as being any act which intentionally offends or harms a person due to his or her ethnicity, religious affiliation or colour. Any racist incident is dealt with in line with the publication which is kept in the main office. 'Stand Up For Equality' guidelines and is reported to the LA. If a recipient of such an action perceives it to be racist, the school defines that act as being racist in nature.

If the perpetrator has unintentionally caused offence the matter will be dealt with and recorded internally in agreement with the recipient of the abuse.

Bullying

Alma Primary School does not accept any form of bullying.

The school defines bullying as being any form of verbal, physical or emotional abuse either face to face or through technology such as mobile phones or social networking sites, which takes place between one pupil or group of pupils and an individual or group over a period of time. Thus, a single incident will be dealt with accordingly but a series of incidents or a pattern of particular behaviour directed at one person or a group will be defined as bullying.

Incidents of bullying behaviour will be:

- Dealt with promptly
- Recorded on the perpetrator(s)'s school record
- Discussed fully with the parents/carers of all parties involved
- Followed up with appropriate support for both victims and perpetrators.
- Will be reported to Governors and the LA.

Unacceptable Behaviours and their Consequences

The following are considered to be examples of unacceptable behaviour. At Alma there are three levels of seriousness with relevant consequences.

Playground (Level 1)	Classroom (Level1)	Possible Consequences	Person Responsible
<ul style="list-style-type: none"> • Pushing in line • Spoiling other's games • Chewing Gum • Arguing • Lying • Play fighting 	<ul style="list-style-type: none"> • Interrupting the teacher/other child • Avoiding work/wasting time • Distracting other pupils • Calling out • Swinging back on their chair • Not looking after resources • Not sitting correctly (Ready to Learn) 	<ul style="list-style-type: none"> • Spoken to by an adult • Verbal apology • Highlighting good practice of others • Verbal warning • Time out in the playground 	<ul style="list-style-type: none"> • Class teacher • Lunchtime supervisor
Playground (Level 2)	Classroom (Level 2)	Possible Consequences	Person Responsible
<ul style="list-style-type: none"> • Spitting on the ground • Teasing/name calling • Refusal to follow instructions • Low level swearing 	<ul style="list-style-type: none"> • Persistent disruptive behaviours • Refusing to work with a partner • Chewing gum • Refusing to follow instructions 	<ul style="list-style-type: none"> • Parent informed • Time out in the playground • Time in the restart room • Name on the board • Thinking Time 	<ul style="list-style-type: none"> • Class Teacher • Lunchtime supervisor • Learning Mentor • Pastoral Support Manager • Phase Lead
Playground (Level 3)	Classroom (Level 3)	Possible Consequences	Person Responsible
<ul style="list-style-type: none"> • Spitting at someone • Fighting/hurting others • Intimidating behaviour • Vandalism • Stealing • Sexual harassment • Racist incidents 	<ul style="list-style-type: none"> • Using swear words/gestures • Refusing to follow instructions • Answering back • Vandalism • Offensive language • Stealing • Play fighting • Aggressive behaviour • Aggressive Actions • Inappropriate behaviour 	<ul style="list-style-type: none"> • Time out • Restart Room • Meeting with parent • Internal Exclusion • External Exclusion 	<ul style="list-style-type: none"> • Class Teacher • Learning Mentor • Pastoral Support Manager • Phase Lead • Inclusion Lead • Deputy Head • Head Teacher

Evaluation and Review

Monitoring and evaluating the effectiveness of the policy will form part of the school's self - evaluation programme.

This policy will be reviewed annually.

(Appendix 1)

Alma Primary School Behaviour Management Observation Prompt Sheet

Observer Teacher

Strategy	Notes
Setting clear success criteria for the lesson so that pupils know exactly what is expected of them.	
Setting clear expectations re. behaviour and/or conduct.	
Having a clear signal for pupils to stop and listen to you.	
Creating a positive classroom ethos via displays that refer to behaviour and rules.	
Having clear agreements re: Behaviour Management with any other classroom adults.	
Having a clearly structured rewards system in place that the pupils can explain to you. Adherence to the school expectations regarding whole class rewards.	
Referring to the Golden Rules.	
Naming the behaviour you want to see ("I am looking for")	
Ignoring behaviour which does not affect H & S of peers.	
Using proximal praise/positive re-enforcement ("I can see Amir sitting up straight ...")	
Smiling! Also, giving non-verbal messages- nods, winks, thumbs up etc for positive behaviour you observe.	
Giving non-verbal messages re. inappropriate behaviour e.g. Shaking head, blocking hand etc.	
Thanking pupils for positive and co-operative behaviour.	
Having a quiet word on a one to one basis with a pupil.	
Offering a distraction e.g. A job, a change of activity, a question to think about	
Offering choices and explaining consequences of those choices.	
Using the tracking sheet.	

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