



Alexandra Primary School

Behaviour Policy

Governor Responsible	Safeguarding Committee
Status	Statutory
Last reviewed	October 2016

Alexandra Primary School's Vision Statement

All staff and governors believe that Alexandra should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

- **It is the right of every child** at Alexandra Primary School to feel safe and secure at school and have the opportunity to enjoy learning without distraction from others.
- **It is the right of every teacher and adult** at Alexandra Primary School to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- **It is the right of every parent** to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our community.

We believe that good behaviour is the key to a good education.

The Behaviour Policy links to policies on:

- Anti-Bullying
- Positive Handling and Restraint
- Exclusion
- eSafety
- SEND/ Inclusion Policy
- PSHE
- SRE
- Health and safety
- Child protection and safeguarding and work on British values

The legislation that relates to this policy includes:

- Children and Families Act, 2014
- Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities, 2015
- Working together to safeguard children, 2015
- Keeping children safe in education, 2016
- Section 89 Inspection Act 2006
- Mental Health and behaviour in schools: Departmental advice for school staff, 2014

Code of Conduct

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

At Alexandra Primary School we have adopted a behaviour programme called "Stay on Green". We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times. Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm

Why Positive Behaviour Management?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

An effective whole school policy requires:

- Consistency- everybody to follow it
- Supportive structures for staff and pupils
- Good classroom management and practice
- Positive relationships
- Motivating steps to achievement
- Encouragement and success

Green Behaviours

- Staff work to promote 'green behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos.
- Senior staff hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.
- Class teachers discuss 'green behaviours' with their pupils and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

We aim to foster the following qualities in our children:

Key behaviours in learning	Key behaviours in social skills
Curiosity Tolerance Collaboration Flexibility Resilience Respect Self-belief	Sportsmanship Kindness Respect Tolerance Honesty Sharing Friendliness

Alexandra Primary School's Golden Rules

Do be gentle and kind!

Don't hurt anyone or anyone's feelings!

Do work hard!

Don't waste your or other people's time!

Do be honest!

Don't cover up the truth!

Do listen to people!

Don't interrupt!

Do look after property!

Don't waste or damage it!

Do keep yourself healthy and safe!

Don't put yourself at risk!

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of 'green behaviour' expectations.

Whole behaviour policy- Stay on Green

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

Rewards

Individual

The following colours are positive reinforcement:

Green Praise

Silver Praise and a sticker

Gold The child's name is put on a class gold chart and given a Gold sticker. A prize or special activity will be given to the children with the most gold stickers (up to 6 children) at the end of each half term

Consequences

Teachers use least intrusive skills to redirect behaviour.

If they decide to move a child's name to the orange or red they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.

At least one warning is always provided for pupils in between each stage.

Teachers constantly help pupils make the right choices to move themselves back to green and beyond.

The following colours are consequences:

First warning

Orange This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back green. Time out in the classroom.

Red Reflection Time out of the classroom for up to 10 minutes with an agreed parallel class.

On successful completion of 'Reflection Time' the pupil moves back to green. In some instances, where serious breaches of the behaviour policy have occurred, children may be sent to SLT. Behaviour will be logged on Otrack

Promoting positive behaviour

Foundation stage

Positive reinforcement of good behaviour. For most children starting nursery or reception class, this is their first experience of a large group and they need to learn important social skills. These form part of the Foundation stage Curriculum and are based on the importance of respect for others, our environment and keeping ourselves safe.

It is very important for our younger children to feel happy, safe and secure. Therefore clear rules and boundaries must be established as soon as children start school. As soon as they come to school children begin to be acquainted with the Golden Rules and the Stay on Green system.

Years Nursery to year 6

A clear set of school rules- The Golden Rules- which are consistently applied

A clear set of class rules which are consistently applied.

Positive rewards for good behaviour

A clear set of consequences for breaking these rules which is consistently applied by all staff

Every child starts every day aiming to 'Stay on Green'. After lunch time play children can start afresh on green.

Parents are encouraged to celebrate their child's positive behaviour.

Parents are informed, by the class teacher of any persistent breaking of rules.

School systems for promoting positive behaviour

Class marble jars	To be started in the Reception Class when the teacher thinks it is appropriate. When the class as a whole is behaving well, the teacher or other adult will award a marble at the end of the session. This signals to the children that they are behaving well. Marbles can also be earned for lining up well for the SMSAs, coming into assembly quietly etc. When the target number of marbles is reached (25 for Rec & KS1, 30 for years 3 and 4 and 40 for Y5 and 6) they can negotiate a "treat". This might be an extra playtime, a picnic in the garden, a trip to the park or a choosing time. All staff should aim to achieve a treat at least once per term.
Star of the week Nursery- year 6	Each week 2 children are chosen from each class for behaving in a positive way or working well. These children are praised in assembly and known for the week as the stars of the week. They receive privileges in class and have a certificate to take home. Teachers should enter the stars onto the O-Track data base.
Stickers	These are awarded for positive behaviour and achievements in work.
Certificates	Five certificates per class are awarded on the last Friday of each term. They celebrate good work and behaviour for the term
Table points year 2-6	Teachers will run a system by which children can earn table / group points for good work and behaviour in class, these points are calculated at the end of the week and the table of the week announced. Teachers will send home a positive note/ prize informing parents of the children who have been the "table of the week" Year 1 use Star rows system- rewarding the best row each day.
Other ways	Circle time Learning skills Explicit praise for the behaviour/ learning A "thank you" Showing good work to another class Visit to the Head teacher or other senior leaders Alex and Smartie stamps
Informing parents	A post card home Informal and formal communications with parents

Sanctions for inappropriate behaviour

A verbal explanation and discussion about why the behaviour is inappropriate behaviour. Child modelled how to apologise

Child moved from the green area of the behaviour chart to the orange

Second warning given

Child moved from the orange area of the chart to the red and is given time out from the activity

Consequences/ Sanctions

The consequences of breaking a rule are the same for all children. It is important that there is consistency in the application of the consequences. The consequences must be applied in the following order:

1. Warning / verbal reminder/ name on the board
2. Moving to Orange on the 'stay on Green' chart and given time out from the activity
3. Moving to Red on the 'stay on Green chart' Sent for time out with parallel class/SLT (phase leader who will record the child's name on the red card) and put on O-Track
4. Teacher's should communicate with parents if a child has been on red twice in a half term.
5. If a child has been on red 3 times in a half term the phase leader will meet with the parents and the class teacher
6. If a child is on red again after the phase leader has spoken to the parents a meeting will be arranged with the parents, the Class Teacher and SENCo to draw up a plan

All incidents where behaviour is a concern will be logged on a blue concern form and this will be circulated from the CT and TA and then on to the SLT. On occasions when parents have been spoken to about their child's behaviour, a yellow concern form will record the conversation and actions to be taken.

There may be occasions when the behaviour is so serious that the initial consequences do not apply. Therefore the child will be sent to the SLT and they will liaise with parents as necessary.

Racist and discriminatory incidents are recorded. Parents will be informed of all such incidents. Exclusion will be considered in cases of extreme or persistent poor behaviour.

Playtime and Lunchtime behaviour

Playtime is very important for children. It is expected that the children will follow the "Golden Rules" at all times. Fighting and bullying of any kind will not be tolerated. It is of utmost importance that all staff take children's concerns seriously. In every situation where a child complains about another, the two children should be brought together and given the chance to explain what has happened. Lunchtime supervisors will give stickers to classes behaving well in the dining room or playground.

Points

Each class starts the week with 25 behaviour points; they can be removed if the class or a number of children in the class behave inappropriately around the school or at break times. If they are all kept by the class they get 15minutes extra play time at the end of the week. The children are praised on a Friday in assembly for keeping their points.

The following consequences apply for inappropriate behaviour in the playground:

1. Warning and discussion of why the behaviour was inappropriate
2. Child's name put in the lunchtime behaviour book
3. At lunchtime the child will be sent inside to the hall to the member of SLT on duty.
4. Fighting and being involved in serious incidents (or having their name in the lunchtime behaviour book 3 times) will mean children are referred to SLT.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils.

Pupil's behaviour will be tracked and logged by SLT termly. It will also be recorded on Otrack. This information will allow staff to have a full picture of the behaviours and will contribute towards:

- Individual Behaviours Plans
- Pastoral Support Programmes
- Support from the Tri Borough Alternative Provision (TBAP)

If a pupil is excluded from the school this will be undertaken within the Haringey Exclusion Guidelines. On returning to the school, a plan will be developed to support the pupil's reintegration into the classroom.

Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

After any restraint has taken place the members of staff involved in the restraint must complete a restraint form. These forms are to be completed as soon after an incident as possible and to be given directly to the Deputy Head Teacher or Head Teacher.

Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The School has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, academies and pupil referral units in England (January 2015). We refer to this guidance in any decision to exclude a child from school.

Only the Head Teacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a child, either they or the Deputy Head teacher informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher will also write to parents informing them that their child has been excluded.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head teacher. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

Beyond the school gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. We expect our pupils to display the same high standards of behaviour outside the school, as within.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

In the incidences above, The Head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Sanctions and Disciplinary Action for Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

Multi agencies and external advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour

- Increased communication between home and school
- Individual behaviour plans (IBPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Referral to the school counsellor
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, CAMHS, TBAP

Parental Involvement.

The behaviour policy is available to all families via the school website and a copy is available in the school's reception area. At termly family conferences copies are made available for parents and carers. In drawing up this policy families were consulted in March 2016

Appendix One

Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices.

The following is a list of positive redirection tactics, from least to most intrusive:

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?' When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is..... Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command

Appendix 2 Behaviour management strategies

Praise and rewards	Making Rewards Work Guidelines for effective use of rewards
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	<p>When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have done to earn it.</p> <p>Again and again and again- particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum. Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for “being good” should be greater than for “being bad”.</p> <p>If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly to a request). If the target is a continuous performance (e.g. being ‘on task’) reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target.</p> <p>Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done.</p> <p>Emphasise what the child has done has had some good effects (e.g. made another child pleased).</p> <p>Emphasise how the child feels good/proud/pleased to have done something so well (i.e. “you really feel pleased with that, don’t you, Jackie”, not “I’m pleased with what you’ve done, Jackie”).</p>
Ignoring unwanted behaviour	<p>Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of child’s behaviour.</p> <p>How common is it? Very. It is often used for low level undesirable behaviour almost without staff being aware.</p> <p>Principles which should govern the use of ignoring</p> <p>Usually most productive when a child may be deliberately “winding up” staff in order to gain adult attention.</p> <p>Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest).</p> <p>Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their “filters”. Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on.</p> <p>Usually, give the child a verbal explanation in terms they will understand at an early stage.</p>
Restitution	<p>Initially use restitution with a child when you are reasonably confident you can obtain success with the child:</p> <ul style="list-style-type: none"> ❖ relatively minor incident ❖ child not very excited already ❖ element of surprise to child ❖ other staff ready to support verbally (in some circumstances modelling alongside the child) <p>Give the child a brief explanation: child is old enough to know better, can “make good” (usually in the tone of righteous indignation).</p> <p>Expect only 1 or 2 minutes of restitution.</p> <p>Avoid praise on completion.</p>
SAT	<p>Stop And Think</p> <p>Continually use this with children prior to giving blue cards/behaviour sheets etc. We want them to take ownership and responsibility. If can genuinely change their behaviour without you resorting to a blue card that’s great.</p>
Plan for misbehaviour	<p>Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room - have easy access to all children</p>
Take control	<p>Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back - not obviously (over-control) - move around a bit. Or from time to</p>

	time just move around the classroom and just stand near any child/children causing concern.
Catch them doing it right	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. "I see you've got that maths problem right – Great!". Be smart – give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
Least intrusion into the lesson	Don't make a big deal out of it. Remember they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response – they'll continue as its fun to get such heavy reactions to something minimal).
Use non verbal messages	Maintain firm eye contact at times, raised eyebrow, gestures- so they know that you know what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked in	... unconsciously they're either seeking attention, checking out if they can take control here, – would love a power struggle, or maybe they want to impress their peers – all unconscious goals of misbehaviour, –gives them a sense of belonging. – I'm the cheeky one, the naughty one and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All children push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
Managing attitude	If some concern on your part, take one aside, preferably the leader and send a clear "I" message e.g. "When people mess around in class, I am concerned. No attention = low marks. I don't want that to happen to you. OK!" NOTE: As you've been heavily reacting to their behaviour – and you're going to change your response – you may find they'll push you – just to check if you're for real. Stay cool. You are the teacher here. Keep focusing on catching them when they do "it" (anything), right. They just need a gentle reminder and divert by catching them doing it right. No fuss and they'll settle down.
Defusing	Defusion is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and upset and therefore interrupting the patterns that are likely to lead to challenging behaviour. Some of the following suggestions may be helpful:- 1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the pupil. 2. Address the causes of the behaviour by removing or at least reducing them. 3. Help the pupil to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation. 4. Distract the pupil by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The pupil needs to have control in making a real choice. They should not be merely directed to do another convenient activity. 5. The adult needs to behave reasonably. If a pupil's request is reasonable in the situation then the adult should respond.
Assertive behaviour	To be assertive is to be: ❖ calm ❖ unemotional

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| | <ul style="list-style-type: none">❖ use a lot of eye contact❖ give praise and do these methodically |
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Not to be assertive is to:

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| | <ul style="list-style-type: none">❖ react❖ beg❖ plead❖ show emotion❖ show inconsistency |
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Restraint report form

Childs name:		Gender:	
Class:		Ethnicity:	

Person involved in the restraint:	
Role of above person:	

Duration of restraint- start and end times:	
Witnessed by:	
Location of the incident:	

Report of the incident:

Outcome / next steps:	
Reported to parents by:	
Date:	