



Alexandra Primary School

Positive Behaviour & Relationships Policy

Governor Responsible	Curriculum Committee
Status	Statutory
Last reviewed	July 2023
Review Period	Annual
Signed	

Alexandra Primary School's Vision Statement

It is the right of every child at Alexandra Primary School to feel safe and secure at school and have every 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 communities.

Positive Behaviour Management and a Solution Focused Approach

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; staff have a responsibility to set a good example regarding developing positive relationships and managing behaviour consistently and fairly as well as ensuring that the rules are followed.

Being solution focused means looking at solutions instead of problems. Staff with a solution focused approach to behaviour management proactively seek out strategies to bring out the best in their children and aim to help them overcome barriers to learning, helping to transform the 'battle' of behaviour management into a collaborative process, with pupil and staff on the same team. It also means focusing on the positive attributes of a pupil, instead of the negatives. This can help grow pupil's confidence and make learning a more positive experience.

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 noticing success

At Alexandra Primary, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Alexandra Primary. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

Our Core Beliefs

Behaviour can change and every child can be successful.

- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing the desired behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes; adult behaviours create children's responses and behaviours.

Aims

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
 - encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these; • enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

It is the everyday habits of adults that provoke a change in pupils' behaviour.

Behaviour for Learning:

Be Ready, Be Respectful and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

There are three simple rules: **'Be Ready, Be Respectful and Be Safe'**, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations.

These rules are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At Alexandra Primary, adults should apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on BROMCOM (our school's MIS), at the staff member's discretion.

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our Behaviour Pathway

- Reminder
- Final warning
- Space to cool off / calming time in class > in another class > in another designated space
- Follow up / restorative conversation

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/restorative conversation then the following guidelines should be used:

- Pupil is taken to a member of the Leadership Team (SLT) including Phase Leader, Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Suspension (see Stepped Approach, page 6)
- Short Fixed Term Suspension (1-2 days)
- Longer Fixed Term Suspension (3-5 days)
- Permanent Suspension

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children.

Through these consistencies, adults will build respectful relationships with pupils.

• Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

• Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. The children learn early on in their school life that their actions have an impact on others and also consequences for them.

The core values of Restorative Justice are: -

- Respect
- Compassion
- Dignity
- Honesty
- Openness
- Growth

The 5 goals for Restorative Justice are: -

- Relationship
- Respect
- Responsibility
- Repair
- Rebuild

To effectively conduct Restorative Justice, you need to follow these principles: -

- Explain the process
- Build empathy
- Conduct a grounding exercise
- Begin the conversation
- Paraphrase whilst ensuring accuracy & work towards guiding and supporting towards an apology

Behaviour Blueprint

REMINDER (reinforce expectations, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. Please walk. Thank you for listening.'

FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Distressed Behaviours

Some children exhibit particular behaviours which may be based on adverse early childhood experiences (ACEs) and/or family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit distressed behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Wellbeing Plans' that detail additional support, strategies and expectations.

When dealing with an episode of distressed, extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour and positive handling on BROMCOM.

Suspensions may occur following extreme incidents at the discretion of SLT.

A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them.

Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. (see Stepped Approach below)

If this occurs a focused meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

A Stepped Approach

Stage 1: Reflection time/ time out in own classroom.

Stage 2: Reflection time in partner class.

Stage 3: Reflection with SLT. Name recorded in Stage 3 behaviour file. Letter sent home to parents, phone call & meeting.

Some behaviours may result in immediate Stage 3: for example, fighting, racist comments, sexist comments, homophobic comments, intentionally hurting an adult or peer.

3 Stage 3 incidents recorded in a half term = half day internal exclusion
Three serious incidents (Stage 3s) result in a half day internal suspension.

If reoccurring, suspension may also be increased in length or become fixed term suspension.

Suspensions (Fixed Term & Permanent)

Suspension is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent suspension will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible.

In all instances, what is best for the child will be at the heart of all decisions making processes.

The Role of the Parent

At Alexandra Primary, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and Scope of this Policy

This Positive Behaviour and Relationships Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up.

Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

Appendices

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 cue** - 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 question '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

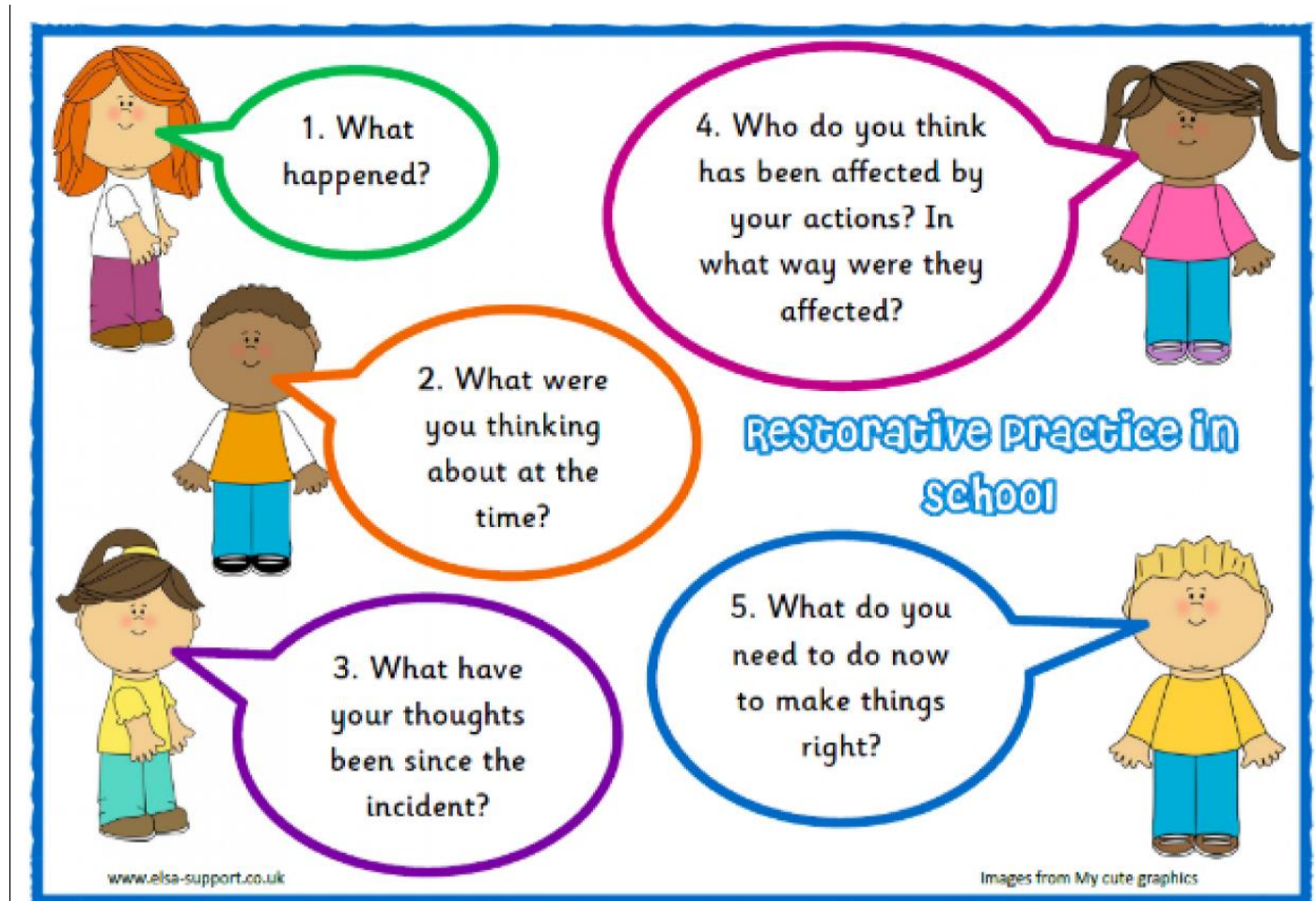
Praise and rewards	<p>Making Rewards Work Guidelines for effective use of rewards When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage. Whenever a child is rewarded explain what they have done to earn it. Again and again and again- 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". 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. Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased). 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. It is often used with low level undesirable behaviour Principles which should govern the use of ignoring Usually most productive when a child may be deliberately "winding up" staff in order to gain adult attention. 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). Consensus - all staff 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>
Ripple effect	Praise the good behaviours that you want to see in the classroom.
Restorative Justice	<p>Initially use restorative justice 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)
Plan for misbehaviour	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
Take control	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 time just move around the classroom and just stand near any child/children causing concern.
Catch them doing it right	<p>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.</p>
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 it's 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 a game. You're the teacher. All children push the limits. Acknowledge this and refuse to get hooked-in.

Managing attitude	<p>If some concern on your part, take one child 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!”</p> <p>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 calm. You are the adult. 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.</p>
Defusing	<p>Defusing 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.</p> <p>Some of the following suggestions may be helpful: -</p> <ol style="list-style-type: none"> 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	<p>To be assertive is to be:</p> <ul style="list-style-type: none"> ❖ calm ❖ unemotional ❖ use a lot of eye contact ❖ give praise and do these methodically <p>Not to be assertive is to:</p> <ul style="list-style-type: none"> ❖ react ❖ beg ❖ plead ❖ show emotion ❖ show inconsistency

Appendix 3

Sentence stems for Restorative Justice

- What happened?
- What were you thinking?
- Who has been affected?
- What needs to happen to put things right?
- What are you going to do differently next time?



EYFS & Key Stage 1 Pupil Reflection Form		
Name		
Date & time		
Location of behaviour incident		
Adult recording the reflection		
What happened?	Why did it happen?	What will make it better?

1. What happened? – Children to draw or write what happened leading up to the incident including the incident.
2. Why did this happen? – Children to draw or write why this incident happened?
3. How are we going to make this better? – Children to draw and write how they're going to make the situation better.

Key Stage 2 Pupil Reflection Form

Name	
Date & time	
Location of behaviour incident	
Adult recording the reflection	

What was my behaviour?
Why did I behave in this way? (reasons/explanation)
What was the impact of my behaviour? (class/adults/environment)
What can I do to change my behaviour?
How can others help me to think about changing my behaviour?

Appendix 6

Strategies to use to deal with bullying

Be assertive

A pupil is being disturbed by another pupil who is talking while they are trying to work. From the statements below, which is the best response?

“Shut up or I’ll hit you” This is AGGRESSIVE. Using sarcasm and mocking others is indirect aggression.

Suffer in silence. This is PASSIVE.

“I would like you to be quiet.” This is ASSERTIVE. Here you say what you want, in a direct way.

The best responsive is the assertive response. If you are being called names, teased or mildly provoked then reply in a clear voice “I don’t like it when you do that. I want you to stop”

Assertive body language

If you slouch, shrink or look threatening you won’t get a good response. Instead stand upright and look the person in the eye, have your expression neutral and keep your arms relaxed or in your pockets.

Resisting threats

If you are being pressured to do something then you can choose to say “No ” or “No I don’t want to!” Keep quietly and firmly repeating this. Walk away if you can.

Broken record technique

Somebody wants to borrow your bike and keeps trying to persuade you. You could keep repeating the same phrase “I don’t lend my bike” and repeat this over and over in response to any threats or promises.

Responding to name calling

Use a technique called “fogging.” Say in an even voice, “You might think so,” “possibly,” “it might look like that to you,” or “so?”

Enlist support

Invite others, pupils, friends, who are near to you to come and help. Think about who could be supportive.

You could say loudly to catch attention “Look what they are doing!” “It’s not fair!”

Leave the situation as soon as possible

Walk away confidently and unhesitatingly, having looked them in the eye.

Then tell an adult at the earliest opportunity. Remember we are a “Telling school!”

Appendix 7

A Stepped Approach

Stage 1: Reflection time/ time out in own classroom.

Stage 2: Reflection time in partner class.

Stage 3: Reflection with SLT. Name recorded in Stage 3 behaviour file. Letter sent home to parents, phone call & meeting.

Some behaviours may result in immediate Stage 3: for example, fighting, racist comments, sexist comments, homophobic comments, intentionally hurting an adult or peer.

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If reoccurring, suspension may also be increased in length or become fixed term suspension.

Appendix 8

Focus language on expectations

These to be displayed in classrooms and used when discussing behaviour, either praising positive behaviours or reminding children of the behaviour expectations.

Be Ready, Be Respectful and Be Safe



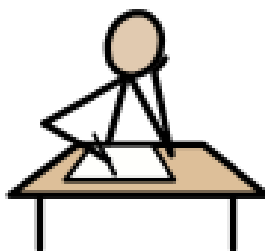
respectful



listening



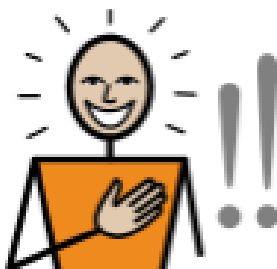
safe



ready to work



follow
instruction



try my best

Appendix 9

Sanctions ladder

Stage	Behaviour	Appropriate Sanctions	Comments
1 - less serious	Calling out Getting out of seat & moving around classroom Running in the school building Interrupting other pupils Silly noises Pushing in the line Talking during silent work Minor playground incidents Eating sweets in school Unacceptable work Accidental damage through carelessness Cheeky comments Minor challenge to authority Minor, non-directed swearing Repeatedly annoying other children Playground conflict Being in a building unauthorised	Eye contact Reminders Verbal reprimand Statement of inappropriate behaviour and consequences for repeating it Change of seating Use of in class behaviour system (e.g. moving to warning) 5-minute playground cooling down Tactically ignore Separation from the rest of the class within classroom (timeout) Writing a letter of apology during break time (with class teacher) 5 – 20 minute lunchtime detentions to complete unfinished work Complete pupil behaviour reflection with CT/phase leader/AHT 5-minute playground time out Repair/clean up of damage	Not recorded No other staff members involved Staff on duty deal with playground incidents After 3 repetitions within a small time frame, move to Stage 2
2 - more serious	Repeated Stage 1 behaviour Refusal to work Deliberate disruption Spitting Throwing small objects with intention of harming or breaking them Harming someone with intent Damage to school or pupil property Leaving class without permission Repeated refusal to do set tasks Rudeness to adult's Bullying (including cyber bullying) Serious playground incident (targeted physical harm)	5 – 20-minute lunchtime detentions to complete unfinished work Contact with parents by class teacher Learning mentor support Separation from the rest of the class for a session or half day Lunchtime detention including completion of behaviour reflection Behaviour chart monitored by SLT and a copy sent home at end of week to parent Withdrawal from whole school events e.g. trips	Repeated incidents within a short time frame to be reported to phase leader Incidents recorded on Bromcom Parental contact recorded on Bromcom Report to DHT if repeated incidents within a short time frame

3 - extremely serious	<p>Repeated Stage 2 Behaviour</p> <p>Offensive name calling or directed swearing at another child or adult</p> <p>Repeatedly leaving the classroom without permission</p> <p>Fighting in the classroom</p> <p>Playground incident (repeated intentional physical harm)</p> <p>Throwing large dangerous objects</p> <p>Serious challenge to authority</p> <p>Verbal abuse or swearing to any staff or parent</p> <p>Bringing the school into disrepute e.g. on public transport, locality</p> <p>Vandalism or graffiti</p> <p>Stealing</p> <p>Persistent or serious bullying including cyber bullying</p> <p>Racist or homophobic incidents</p> <p>Truancy</p> <p>Malicious or inappropriate use of technologies</p> <p>Extreme violence</p> <p>Verbal or physical abuse to any staff</p> <p>Running out of school</p> <p>Possession of a weapon considered dangerous</p> <p>Possession of illegal drugs or substances portrayed or believed to be a danger to pupils' wellbeing</p>	<p>Formal contact including meeting with</p> <p>Possible recompense for damaged property from parent</p> <p>Behaviour chart monitored by SLT and a copy sent home at end of week</p> <p>Possible denial of technology access rights</p> <p>Lunchtime detention including the completion of behaviour reflection</p> <p>Withdrawal from whole school events e.g. trips</p> <p>Suspension from site at lunchtimes</p> <p>Removal from classroom for an identified fixed period</p> <p>Stage 3 letter sent home</p> <p>Referral to behaviour support unit</p> <p>Possible managed move to another setting</p> <p>Possible fixed term exclusion</p> <p>Immediate fixed term exclusion</p> <p>Permanent exclusion</p>	<p>Immediate involvement of DHT or HT</p> <p>Incidents recorded on Bromcom</p> <p>Parental contact recorded on Bromcom</p> <p>SEND assessment</p> <p>Involvement of outside agencies e.g. CAMHs /</p> <p>Behaviour plan agreed including support of learning mentor</p> <p>Behaviour chronology and allocation of key Senior Leader to be key point of contact</p>
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Appendix 10

We are a 'Stay on Green' school which is the ethos behind our whole school Behaviour Policy:

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 and "Stay on Green" 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

The following colours are positive reinforcement:

Green Praise

Silver Praise and a silver sticker

Gold Praise and a gold sticker.

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 as quickly as possible.

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 as soon as possible. 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 Bromcom & circulated to key staff.

Restorative Justice

Alexandra primary is a "rights respecting" school and our work is linked to the UN Rights of the child. This work underpins our philosophy and our teaching. The rights are displayed in every classroom and referred to during the school day and in assemblies.

A core strategy for promoting positive behaviour at Alexandra Primary School is that of Restorative Justice. We believe that it is best achieved by focusing on the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected. Staff have been trained in restorative justice and use this to unpick issues that have arisen. Staff have lanyards with the language prompts to help them resolve the problems.