



Alkborough Primary School Positive Behaviour Policy



Our Ethos

Alkborough Primary School is a caring and nurturing community where we consider all of our school community as being a part of our 'Alkborough School family'. We aim to ensure that all our pupils feel safe, happy and secure in their learning environment as well as feeling a sense of belonging, a sense of pride and a sense of feeling valued each day.

We recognise that every child has a right to a good education and understand that behaviour has an important part to play in the development of a child's learning journey. We understand that the best results in terms of promoting good behaviour come from rewarding success, giving praise for effort and achievement and supporting children to build resilience and a growth mind-set rather than focusing on short comings and failures.

This policy supports the 'Alkborough School family' to work together harmoniously and build on mutual trust and respect for all, where everyone is inspired to be the best they can be, reaching their full potential across all aspects of life and work.

Aims and Expectations

The primary aim of this policy is to promote good behaviour where everyone understands what acceptable and unacceptable behaviours are and for the need for school rules to support them.

Our school rules underpin the exact behaviour we expect to see from all pupils enabling them to become effective, enthusiastic, independent learners, committed to their life-long learning journey as well as individuals who are able to build up positive relationships with others where they can work together in a supportive and productive way.

The school rules are displayed around school and discussed at the beginning of each academic year. They link to assemblies and the teaching of the PSHE curriculum and are referred to daily by all staff as they use them to recognise and support good behaviours through praise and rewards.

Show me 5:



All staff (including volunteers) have high expectations of behaviour at all times and ensure that they are good role models for pupils. The professional attitude of staff in nurturing a positive learning environment is vital. In particular, a teacher's influence and impact depends on professional attitude, character, being a good role model, teaching skill and the positive relationship established



Alkborough Primary School Positive Behaviour Policy

with pupils. All staff are expected to provide a positive example to pupils in matters of dress, attendance, punctuality, commitment and demeanour. Staff promote the positive ethos of Alkborough Primary School and hold a shared responsibility and accountability for the safety, welfare, education and behaviour of all pupils.

It is important that all pupils enjoy their school life to the full and reach their potential academically, socially and emotionally. However, we recognise that some pupils may need help to self-regulate and behave acceptably in order to achieve the most they can from their school life.

We aim to:

- Provide an environment where every person feels a sense of belonging, is safe, feels valued and where effective learning and the development of high self-esteem can take place.
- Make our expectations of acceptable behaviour clear to everyone within the 'Alkborough School family' and maintain high expectations.
- Foster and nurture positive and healthy relationships between all members of our community by developing social and emotional literacy.
- Ensure a consistent and calm approach by all adults promoting positive behaviour and a caring attitude.
- Develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Focus on restorative approaches to support developing empathy and an understanding of choice and consequences.
- Promote positive attitudes to learning and create a positive learning environment, where effective learning can take place, and in which there is a mutual respect between all members.

The Law

The law states that the Headteacher must set out measures in the behaviour policy which aim to:

- Promote good behaviour, self-discipline and respect for others.
- Prevent all forms of bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.

Key Points:

- The power to discipline applies to all paid staff with responsibility for pupils, such as teachers, teaching assistants and lunchtime supervisors. The Headteacher may extend the power to discipline to adult volunteers as they deem necessary for example, when supporting on a school visit.
- The staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules and who fail to follow a reasonable instruction. If a pupil misbehaves, the staff can impose sanctions on that pupil.
- Teachers have a power to impose detention outside of school hours.
- Teachers can confiscate pupils' property.
- Teachers have the power to discipline pupils for misbehaviour which occurs outside of school.
- School staff have the power to search without consent for 'prohibited items'.



Alkborough Primary School Positive Behaviour Policy



Bullying, Sexual Violence and Sexual Harassment

Alkborough Primary School does not tolerate bullying, sexual violence or sexual harassment of any kind, including abuse online or outside of school hours. If we discover that any of these acts has taken place, we act immediately to stop any further occurrences of such behaviour and reports will never be treated as 'banter'. While it is difficult to eradicate bullying or inappropriate sexual behaviour, we do everything in our power to ensure that all children attend school free from fear. Each incident will be dealt with on a case-by-case basis. Please see our 'Anti Bullying Policy', 'Safeguarding and Child Protection Policy' and 'Keeping Children Safe in Education' (KCSIE) document for more detail.

The Role of the Governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's Behaviour Policy, but the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The Role of the Class Teacher and Teaching Assistants (TA)

It is the responsibility of the class teacher/TA to follow this policy and to ensure that the school rules, ethos and aims for behaviour management are followed in their class and throughout the school so that children behave in a responsible manner at all times.

The class teacher/TA should model and promote high expectations of behaviour and behave in a calm and consistent manner at all times (being aware that changes in adult behaviour impacts on pupils' behaviour). This ensures that all children are consistently treated with respect and understanding across the school to allow them to work to the best of their ability.

To manage and maintain good behaviour, the class teacher will adopt a range of strategies and routines with first attention to best conduct being at their heart. If misbehaviour continues, the class teacher / TA should seek help and advice from the Senior Leadership Team or the Headteacher, so that support can be provided for the child, their parents and staff. This support may take the form of an individual Pupil Profile Plan linked to behaviour. This may involve using different strategies for behaviour management, including rewards and sanctions, other than those stated in this policy e.g. a home / school behaviour book. The class teacher / TA liaises with external agencies and parents, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an Educational Psychologist, Social Worker or the Behaviour Support Service.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's behaviour policy consistently and to report to governors, when requested, on the effectiveness of the policy. It is also the Headteacher's responsibility to ensure the health, safety and welfare of all children in the school.



Alkborough Primary School Positive Behaviour Policy

The Headteacher supports the staff by implementing the policy, setting the standards for behaviour and by supporting staff in the implementation of the policy. They keep records of all reported incidents of serious misbehaviour and these are reported to Governors through the termly Headteacher's Report.

The Headteacher, or delegated member of the Senior Leadership Team, reserves the right to review individual circumstances on a case by case basis in order to apply this policy fairly and without discrimination.

The Headteacher can suspend individual children for a fixed period for serious acts of misbehaviour. In their absence, a member of the Leadership team will take on this delegated role. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The Chair of Governors and the Local Authority will be notified as soon as possible.

Role of Parents / Carers

Home is the most important place in a child's life and can have a profound effect on a child's attitudes, performance and behaviours. Parents have a vital role in supporting good behaviour in school. We work collaboratively with parents / carers to ensure that children receive a consistent message about how to behave at home and at school, about making good choices and accepting the consequences both at school and home where this is not the case.

We aim to be proactive and build a supportive dialogue between home and school (e.g through the Dojo app or a phone call) to share what is going well and if there are any concerns to discuss. We expect parents / carers to come into school when invited to discuss behaviour choices at a mutually agreed time. Parents / carers are also welcome at any other time to discuss any issues with staff at a mutually convenient time.

If school has to use reasonable sanctions for a child, parents / carers should support the actions of the school. If parents / carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If concerns remain, they should contact the Headteacher. If these discussions can not resolve the problem, a formal grievance or appeal process may be implemented through the use of the 'Complaints Policy' to the Governors.

We ask that parents/carers keep us informed of any home or personal issues that may affect a pupil's behaviour in school. Any discussions and actions will remain confidential and recorded on CPOMS.

Rewards

All staff understand the rewards that pupils value above others are relational: the good opinion of their peers, teachers and parents, gentle smiles of appreciation, a quiet word for some, public praise for others. When giving rewards to children we always make clear why we are rewarding them. This helps them to learn more about good behaviour and sets an example for other children. We know that effective praise helps the child to appreciate how their achievement was helped by their own attitude. It acknowledges effort, focuses attention on good behaviour and motivates children.

We have a set of rewards and sanctions, which are known in school and which are applied consistently and fairly by all. We expect rewards to outweigh sanctions.

We praise and reward children for good behaviour in a variety of ways:



Alkborough Primary School Positive Behaviour Policy

- Praise through the use of tone of voice, body language, approving looks and a smile.
- Stickers for effort, achievements or being a good role model.
- Opportunities to share work where they have excelled with another member of staff, including the Headteacher where they may receive a Headteacher's Award.
- Dojo merit points for achievements, being good role models with regards to the school rules, completing homework, completing home reading etc. Children accumulate these over time and certificates are awarded when children have collected a set number of Dojo merit points.
- A Star of the Week certificate during the weekly celebration assembly where the class teacher nominates a member of their class to receive a certificate for displaying consistently positive learning behaviours and producing good work, consistently good behaviour, or acknowledging outstanding effort or acts of kindness in school.
- The wearing of a 'Brag Tag' for a full school day to show members of staff and pupils within school that they have achieved something extra special. All staff are encouraged to ask the child wearing one of these to explain what they have done to achieve it for further recognition of achievement.

These are the whole school systems, but class teachers may use their own initiative in their classroom and have additional systems which could enhance these rewards. (e.g. star of the day, table points, class monitors, messages home etc).

Sanctions

The school employs a number of sanctions to reinforce the Alkborough Primary School rules and expectations, to ensure a safe and positive learning environment remains. We apply sanctions appropriately to each individual situation, age of the child and any special needs a child may have. When dealing with poor behaviour we are careful not to damage a child's self-esteem, making a clear distinction between the poor choice and the child themselves as a person. People are not their behaviour.

If a child's behaviour breaks one of our school rules they will;

1. Receive a reminder about the expected behaviour in the class. The teacher may use a form of the following script to give the child a clear reminder:
 - 'I've noticed that you are... (having trouble getting started, struggling to sit in your place, forgetting to use respectful language when speaking to others etc.)
 - It was the being ... rule that you have broken (kind, respectful, resilient, engaged, safe) I would now like you to ... (speak with respectful language, start to complete your learning etc.)
 - If you choose not to then a consequence will be issued.
2. If the child chooses to continue with the behaviour/ behaviours which breaks the school rules they will receive a yellow warning which means they will lose time from playtime for a restorative conversation about the incident with the class teacher / adult in class.
3. Where the behaviour continues before break time occurs, children will be reminded verbally and then they will receive an orange warning, resulting in further time to be taken from break.

Consequences as far as possible will be decided according to the incident. These could be, but are not restricted to the following; time out of class, time to discuss the incident with an adult, repeating or completing any learning missed at another time in the school day, missing parts of break or



Alkborough Primary School Positive Behaviour Policy



lunchtimes. Younger children or children with specific needs may need further reminders before a consequence is issued.

Significant misbehaviour may result in a more serious sanction. For example:

- Loss of playtime or more than one playtime in a day
- Internal isolation where they complete work whilst being supervised by another adult in school
- Detention out of school hours
- In extreme cases, should the Headteacher feel it necessary, a child will be suspended for a fixed period of time, or permanently excluded, dependent upon the nature of the incident.

Record Keeping

CPOMS is used to record any behaviour issues identified so that a log of incidents is appropriately compiled and any patterns can be seen. Through CPOMS we monitor behaviour as a means of being proactive in dealing with any patterns before they become issues. Staff are made aware of the confidential nature of these entries and that they are to record the facts of the incident.

Restorative Conversations

A restorative approach towards behaviour focuses on building positive relationships based on respect and fairness. We believe that the people best placed to resolve a conflict or problem are the people directly involved. In order to develop community, and to manage conflict within school, we promote positive attitudes to resolving conflict and challenging behaviour through a restorative approach. This approach encourages children to take accountability of their behaviour and to take responsibility for repairing the harm caused, enabling them to consider the needs of others as well as their own. It also allows for all involved to express their thoughts and feelings about the incident. A restorative approach involves non-judgemental listening and the adult asking key questions:

- What has happened?
- How were you feeling?
- Who has been affected? What do you think they might be feeling?
- How can we involve everyone who has been affected in finding a way forward?
- How could you do things differently in the future?

Individual Behaviour Plans

Pupils with specific identified behaviour difficulties may be given personalised support plans (Pupil Profile) identifying triggers, strategies and targets to support the child. This may, but not always, involve outside agencies and sometimes can involve support sessions either 1-1 or in small groups to support the child to learn how to regulate their behaviour. It is a working document and will be reviewed and updated on a regular basis and shared with parents. An Early Help Assessment may be offered warning to parents where behaviours impact upon the family.

Suspensions and Exclusions

Only the Headteacher (in their absence, a member of the Leadership team will take on this delegated role) has the power to suspend or exclude a pupil from the school. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently.



Alkborough Primary School Positive Behaviour Policy

Any decision to suspend or exclude will be made in line with the principles of administrative law, ie that it is lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; procedurally fair and proportionate.

The decision to exclude a pupil will be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher, or delegated member of the Leadership Team, will establish the facts for each case and individual circumstances in order to make an informed decision.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the suspension / exclusion. At the same time, they make it clear to the parents that, if they wish to, an appeal against the decision can be made to the governing body. The parents will be provided with the information they need to make any such appeal. The Headteacher informs the LA and the governing body about any suspensions and permanent exclusions. If the child has an EHCP, social worker or is 'looked after', the appropriate bodies will also be notified.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. 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 in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

If A Child Leaves the School Premises Without Permission

Every effort should be made to encourage the child back into school if a child leaves the school premises without permission.. If a child chooses to leave the school premises, they should not be followed, as this could risk the child taking flight and running into traffic. A clear command of **"Stop, you are putting yourself in danger,"** should be shouted. The member of staff should return immediately to the school office and contact parents/carers. They should be given the choice of trying to retrieve the child themselves or ringing the police. If no parent/carer is available the police will be informed. A member of the Leadership Team should be informed as soon as possible.

Confiscation of Inappropriate Items and the Power to Search

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable and proportionate in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully. Confiscated items will be retained until the end of the school day or the carer collects them dependent on the nature of the item confiscated.

Staff have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to



Alkborough Primary School Positive Behaviour Policy

property, any item banned by the school rules (i.e. mobile phones). Staff may also use reasonable force given the circumstances when conducting a search without consent.

Pupil's Conduct Outside the School Gates

The Headteacher reserves the right to follow the school behaviour policy when non-criminal bad behaviour and bullying occurs outside of the school premises, including online. This includes:

- When children are taking part in school visits or school-related activities
- When travelling to and from school
- When wearing school uniform
- When otherwise identifiable as belonging to the school community.

Where the behaviour outside school does not fall into these categories, the school will support the family, through the Early Help arena to deal with the consequences of the behaviour.

Review

The policy is reviewed by staff and governors annually unless Government Policy deems earlier review necessary. Any amendments will be brought to the attention of the governors for consultation.

Behaviour Policy revised by: J. Ashton (in consultation with all staff)

Policy agreed by Staff: March 2024

Policy agreed by Governors: March 2024

Policy review date: March 2025