



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Behaviour Policy – March 2023

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Deb Williams	Date reviewed	March 2023
Position	HT	Date ratified	March 2023
Document status		Next review date	Spring 2026
EIA approved by	T&L	Reviewing committee	Teaching and Learning

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

Rationale:

The way we act and respond to people and to situations we find ourselves in is very important. Our behaviour matters. All members of the school community benefit from being able to work in an environment that makes them feel safe, secure and valued.

It is our desire that Alexander Hosea Primary School will strive to **promote positive behaviour** in all of its different contexts and communities, contributing to a safe, healthy and dynamic learning environment cherished by all of its members. We believe this will support the children's personal development and well-being.

Through the Behaviour Policy, the school will promote and teach our school's core values: Adaptable; Self-belief; Perseverance; Inclusion; Respect and Enquiry.

Promoting these values, as well as the British Values, assists in the preparation of the children for the responsibilities and roles of adult life and become citizens who make a positive contribution to society.

Aims

- To promote good behaviour, self-belief and respect.
- To prevent bullying.
- To promote pupil emotional health and well-being.
- To ensure children complete their learning to the expected standard.

The Behaviour Policy is positive in that it enhances self-esteem, truth and good relationships and emphasises rewards rather than punishments. Rules will be kept to a minimum and expressed in positive terms when possible.

Our school rules are known as the 3 Bes: Be kind, be responsible, be respectful.

The Behaviour Policy will be clearly understood by all members of the school community – pupils, parents, governors, teaching and support staff.

The Behaviour Policy will offer support systems for staff who, in turn, have a responsibility to set a good example to children and to contribute to the support systems if they are to succeed.

Parents will be involved in all aspects of a child's development and will be notified at an early stage if a child is having behavioural difficulties. Good behaviour as well as negative behaviour will also be drawn to the attention of parents.

The Behaviour Policy includes reference to dealing with bullying, racial harassment, attendance problems and exclusions.

At Alexander Hosea Primary School we believe that good behaviour and discipline are essential to an orderly working atmosphere where effective teaching and learning can take place.

The purpose of our Behaviour Policy is to:

- Develop a shared understanding and a consistent, fair approach to behaviour management which supports the vision, values and aims of the school.
- Create a positive and orderly atmosphere which supports teaching and learning.
- Foster positive relationships that support emotional health and well-being.
- Support pupil and staff welfare.
- Support children to develop the intrinsic motivation to want to make good choices.
- Support staff through the identification of whole-school effective systems and practices to foster good behaviour and provide measures for dealing with problem behaviour.
- Create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities.
- Ensure that no one is harassed, bullied or victimised for any reason, including colour, culture, ethnicity, religion, disability, gender, perception of sexuality, socio-economic background etc.

Rights and Responsibilities:

Promoting and upholding appropriate behaviour in school is the responsibility of every member of staff and pupil.

All of the different members of the Alexander Hosea School community have both rights and responsibilities towards each other and towards the community as a whole.

<u>TEACHERS & STAFF: RIGHTS</u>	<u>TEACHERS & STAFF: RESPONSIBILITIES</u>
To work in a safe and respectful environment.	To treat all members of the school community with respect and to follow all relevant Health and Safety guidelines.
To be able to carry out their job, teaching the lessons they have planned, without being side tracked by issues of disruptive behaviour.	To plan challenging and stimulating lessons which cater for the learning needs and styles of all individual pupils.
To be able to communicate with and receive support from parents regarding pupils' learning, needs, behaviour and where necessary, sanctions.	To communicate all relevant information to parents as soon as is feasible and to do so in a clear and factual manner.
<u>PUPILS: RIGHTS</u>	<u>PUPILS: RESPONSIBILITIES</u>
To be safe.	To consider the safety and well-being of themselves and of others when choosing how to behave in school.
To be listened to and treated with respect.	To treat each other and adults with respect and reflect upon what this 'looks like' in practice.
To receive a broad, challenging and stimulating education.	To be ready to learn, take an active role in their learning and respond to requests and deadlines set by teachers.
<u>PARENTS & CARERS: RIGHTS</u>	<u>PARENTS & CARERS: RESPONSIBILITIES</u>
To be treated with respect.	To behave respectfully towards others.
To be listened to.	To listen to others.
To have access to information on the school's approach to behaviour and attendance.	To read/absorb/access information provided.
To be kept informed about progress.	To make sure my child attends school punctually; to regularly discuss with my child what goes on at school; to talk to teachers if I have concerns about my child's learning or well-being.
To have concerns taken seriously	To share concerns constructively
<u>GOVERNORS: RIGHTS</u>	<u>GOVERNORS: RESPONSIBILITIES</u>
To have an understanding of what a governing body is and how it operates, and how to be an effective governor (induction by an experienced Governor).	To be supportive in difficult circumstances, including exclusion.
To have access to the school, staff, policies, documents, assessments, progress reports, minutes etc. as appropriate.	To deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is subject to the allegation.
To be informed in advance of all dates pertaining to the life of the school and Governors meetings.	To set principles for, and approve and review, the Behaviour Policy.

Promoting Positive Behaviour – Alexander Hosea Primary School procedures explained.

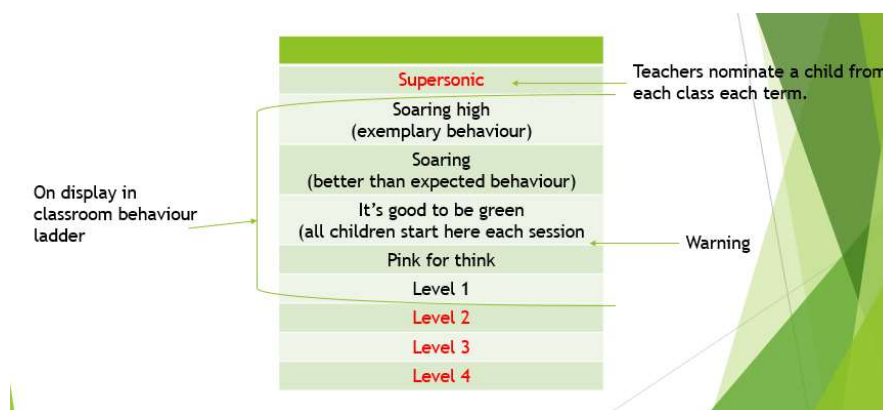
Expectations of behaviour:

- We expect the adults in school to provide positive role models at all times, to have high expectations of behavior and reinforce the whole school agreed standards of behaviour.
- We expect all pupils to abide by agreed rules for in and out of class behaviour.
- We expect all children to take responsibility for their behaviour; ELLI and 3 Bs (Be responsible, Be Kind, Be Respectful) will be used to reinforce this.

Procedures to promote good discipline and behaviour

- High expectations – shared and modelled by all staff
- School rules (known as 3Bs) – clear and understood by all.
- Home-School Agreement – signed by parents/carers and children.
- All adults in school take responsibility for good behaviour across the school and apply rewards and sanctions in line with school policy.
- Shared language/systems used to reinforce behaviour expectations (eg Wonderful Walking, hands up to gain attention of larger groups of children)
- Engaging with parents to work in partnership to support positive behaviour.
- PHSE lessons to develop attitudes, skills and knowledge relating to behavior and being a good citizen of the school.
- Effective classroom management and use of the school's agreed behaviour strategy.
- Providing appropriate support for pupils who need additional personal social emotional support – including working with other agencies.
- Leadership opportunities for older children to encourage them to be role models to younger children and share in some responsibility for their care (i.e. Play-pals, Sports leaders).
- All children are encouraged to play a positive role in the broader life of the school (e.g. Student Council).
- Effective management of pupil transition to support pupils through times of change.
- Assemblies and times of collective worship are used to emphasize school values and positive behaviour and its benefits, and to discuss whole school or key stage issues relating to behaviour.

Behaviour Ladder



Rewards – why do we reward?

We encourage all children to make good behavioural choices and try to make praise and rewards as specific as possible so that the children understand what they have done well. We reward to:

- ▶ Encourage children to be independent, self-reliant and be positive role models to others.
- ▶ Encourage appropriate behaviour.
- ▶ Increase motivation and the 'want', building intrinsic motivation (motivated by own achievements).
- ▶ Help children to feel proud of own achievements.
- ▶ Feel successful- boosts self-esteem.
- ▶ Endorse good effort.
- ▶ Reinforce the school values.

Rewards – how do we reward?

- ▶ Specific written comments in children's books.
- ▶ Verbal praise 1:1 or in a small group.
- ▶ Words of praise in assembly/ larger setting.
- ▶ Use of soaring - 1hp, soaring high - 2hp (in sessions) and supersonic - Headteacher's Award (termly)
- ▶ Additional Headteacher's Awards to reward exceptional effort/citizenship.
- ▶ Use of 'I've been spotted' boards in classrooms.
- ▶ Teacher Award certificate per class in weekly celebration assembly.
- ▶ House points to contribute to the team success and individual certificate for the child with the most house points in each class per week). House points are valued by the children.
- ▶ Additional responsibilities in class/around school.
- ▶ Positive comments to parents/carers (informally, at parents' eve and in reports).
- ▶ Termly citizenship cup (Inf and Jnr), music, sport and creativity awards.
- ▶ Individual classes may use a class points system from time to time to reinforce expectations.

Dealing with unacceptable behaviour

It is acknowledged that unacceptable behaviour does sometimes occur at Alexander Hosea Primary School. We believe that it is important for children to understand that there are consequences following this and that sanctions will be fairly applied. To ensure a fair and consistent system that also gives staff confidence in dealing with a range of misbehaviours, four levels of seriousness and their consequences have been agreed.

We acknowledge that negative behaviours may be symptomatic of underlying social and emotional needs linked to the child's background or experiences (including contextual safeguarding) and that children benefit from a caring approach to help them to modify emerging behaviour patterns and self-regulate better. We use the language of 'Zones of Regulation' to support children to express themselves and reflect on their emotions.

	Description	Responses and consequences
Pink for think	Mildly disruptive behaviours	<ul style="list-style-type: none"> Dealt with by the class teacher – using language like 'I notice that... I need you to'. Reminder of expectations given.
Level 1: Trivial Behaviours	Mildly disruptive behaviours (<i>e.g. wasting time, being noisy, calling out</i>)	<ul style="list-style-type: none"> These are dealt with by the class teacher using a range of strategies with minimal interaction to remind or refocus child onto task (<i>e.g. move places</i>).
Level 2: Moderately Serious Behaviours	Repeated trivial behaviours or more serious, disruptive behaviours (<i>e.g. refusing to comply, intentionally disrupting the lesson</i>)	<ul style="list-style-type: none"> These are still dealt with by class teacher but require firmer reminders / application of consequence (<i>eg miss 5 minutes play time to complete learning or engage in further discussion with the teacher</i>). A telephone call / meeting with parents may be required. Phase Leader (Infants/KS2) and SENCO informed if the behaviour becomes a problem for the teacher.
Level 3: Serious Behaviours	Serious behaviours <i>e.g. verbal abuse directed towards others, hitting, kicking, fighting, stealing, damaging property (school or own) intentionally, swearing – verbal or written</i>	<ul style="list-style-type: none"> Phase leader involvement. These will be noted on CPOMS and monitored by Phase Leader. Application of additional consequence (<i>eg miss 10 minutes play time for restorative conversation with the teacher</i>). SENCo and Headteacher informed. Parents will be informed by class teacher.
Level 4: Very Serious Behaviours	Very serious behaviours or repeated behaviours that endanger others and damage property (<i>e.g. throwing things at people with intent to hurt them, throwing chairs around classroom, repeated aggression towards others</i>).	<ul style="list-style-type: none"> This requires the involvement of parents & Headteacher (Deputy Headteacher in her absence). If the behaviour continues other consequences will be considered such as exclusion from playground at lunch time or working away from the class for part or all of a lesson. Monitored regularly by Headteacher and SENCO. Parents will be informed and kept up to date with progress over an agreed period of time (<i>eg weekly for 2-4 weeks</i>). If a child needs to be moved for others or their own safety, reasonable force will be used and the 'use of reasonable force' form completed and handed to the Headteacher.

		<ul style="list-style-type: none"> • SENCO involvement to draft short-term individual behaviour plan (using plan, do, review model) with the class teacher and parents and consider additional provision (eg ELSA) and/or agencies (eg Behaviour Support or Inclusion Support).
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These responses may vary according to the age of the pupils and any other special circumstances that affect the pupil.

Staff approach to applying sanctions

- ▶ Remain calm - model self-awareness and regulation.
- ▶ Praise in public to promote WAGOLL; sanction in private (eg a conversation outside the classroom door/to the side).
- ▶ Give children time to reflect and self-regulate to calm down. Use 'drive bys' to spot and feedback improvements.
- ▶ Provide non-judgemental feedback - refer to the behaviour and what needs to happen next.
- ▶ Explain clearly and be specific. Use the 'Be kind, be specific, be helpful' motto.
- ▶ Help children to have a better understanding of their feelings.
- ▶ Try to understand the underlying reasons behind inappropriate behaviour.
- ▶ Try to identify the skill, understanding or knowledge that the child needs to learn to break an emerging negative behaviour pattern or respond better to a similar trigger in the future.
- ▶ Where a child has significant social, emotional needs an alternative short-term personalised behaviour plan may be needed. Consult with SENCo about this.

Special Educational Needs and Disability (SEND)

We recognise our legal duties under the Equalities Act 2010 in respect of pupils with Special Educational needs, disability and safeguarding.

For some children our general Behaviour Policy may be unachievable because they have particular problems – learning, social, physical, and emotional. Concerns about particular pupils will be discussed with the SENDCO and an Individual Behaviour Plan drawn up in accordance with the SEND Policy.

The Behaviour Plan should be shared with parents and pupils, and may require the support of outside agencies such as:

- Behaviour support.
- Inclusion support.
- Educational Psychologist to develop strategies for emotional/behavioural problems.
- School Nurse Service who can have useful home contacts and medical information.
- CAMHS.
- Education Welfare Officer (Attendance).

Powers to discipline - including outside the school gates

Teachers, teaching assistants and other paid staff with the responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Parents will be asked to pay to replace any items which are deliberately damaged by their child in school.

Serious breaches of the Behaviour Policy may result in the school having to make adjustments to or refusing to include a child in an educational or residential visit.

The power to discipline applies to pupil behaviour in school and outside of the school premises in some circumstances, and to such an extent as is reasonable:-

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school organised or school related activity.
 - travelling to or from school.
 - wearing school uniform / identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school.
 - poses a threat to another pupil or member of the public.
 - could adversely affect the reputation of the school, including photographs/bullying on social media.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Searching Pupils

School staff can search a pupil for any item if the pupil agrees (the ability to give consent may be influenced by the child's age or other factors).

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, such as stolen items, knives, illegal drugs, alcohol, inappropriate images etc.

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which can be searched for.

A witness will be present when a child is searched.

Confiscation:

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Confiscated items may be returned direct to the parent, or back to the child, depending on what it is.

Physical Restraint:

All members of school staff have a legal power to use reasonable force. DfE Non-statutory Guidance regarding the use of force by teachers, will inform teacher action. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do, any of the following:

a) committing any offence.

b) causing personal injury to, or damage to the property of any person (including the person him/herself).

c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Physical punishment is never permissible.

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying should be dealt with seriously and in accordance with the school's Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously. It will be made clear to pupils that such practices are unacceptable and will not be tolerated. All incidents will be recorded in accordance with LA procedures.

Homophobic bullying

Use of the word 'gay' will be dealt with by the class teacher, explaining the context first and will only be recorded if used subsequently.

Exclusions

The staff and Governors of Alexander Hosea Primary School are committed to inclusion. It is anticipated that the ethos and management of our school, its environment, the partnership with parents, coupled with our Behaviour

Policy, will reduce or eliminate the need for pupils to be excluded. However, the school may use temporary or permanent exclusion in more extreme cases.

Use of internal exclusion (isolation)

This may be used as an alternative to exclusion (in response to a serious breach of behaviour policy) to defuse situations that require a pupil to be removed from class, but not from the school premises.

Allegations of Abuse against staff

Allegations of abuse will be taken seriously. Allegations will be dealt with quickly, fairly and consistently in a way that will protect the child and supports the staff member. Every effort will be made to maintain confidentiality including guarding against unwanted publicity. Suspension will not be used as an automatic response when an allegation has been reported. If pupils make malicious allegations against staff, this may result in exclusion depending upon the seriousness of the allegation.

Monitoring and Review:

The school keeps a variety of records concerning incidents of inappropriate behaviour:

- Class teachers log behaviour concerns using CPOMS.
- SMSAs should be report incidents of inappropriate behaviour to the class teacher at the end of lunchtime.
- Incidents that are dealt with by the Headteacher are recorded on CPOMS.
- Behaviour records on CPOMS are monitored by the Headteacher / Senior Leadership Team and any necessary follow up action taken.
- The school keeps a record on CPOMS of any child who is excluded for a fixed-term, or who is permanently excluded.
- The school keeps a record of all communication with home and with other agencies.

It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing board reviews this policy in line with the school's agreed timescales. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.