

Alverton Primary School



Behaviour Management Policy

Policy Reviewed	February 2022 (updated April 2022)
Next Review Date	February 2024
<p>I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School.</p> <p>Chair of Governors</p> <p>Date: 11th May 2022</p>	

Alverton Primary School is a community in which outstanding behaviour and conduct is nurtured in order to create positive learning behaviours which enable children to maximise their learning potential and achievement.

Good discipline and standards of behaviour are key features of a successful school: they encourage children's sense of security and well-being as well as effective teaching and learning and are achieved through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that we shall show respect for ourselves, for others and for our environment; treat everyone with consideration and courtesy; be fully committed to our learning and teaching; take a pride in our school; contribute positively to the best of our abilities, and be honest, open and fair in dealing with one another.

We underpin our approach to behaviour management upon a range of rewards, which are given regularly and publicly as we believe that the encouragement of desirable behaviour is both effective and positive. Sanctions are used where necessary and as appropriate to the child and the incident that has taken place.

We believe in the concept of mutual respect, and we acknowledge the individual's rights and the responsibilities that go with them. These include the right to be listened to and the responsibility to listen to others; the right to feel safe and secure and the responsibility to look after the safety and security of others; the right to learn and to teach, and the responsibility to help others do so.

All forms of bullying are unacceptable in the school; we do not tolerate discrimination of others on any grounds including gender, educational need or disability, age, ethnicity, culture, faith or sexual orientation. We ensure that arrangements are in place to safeguard and promote the welfare of pupils at all times. We recognise that the school has legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). Our Anti-Bullying policy provides further details of this.

We ensure that the British Values are embedded within our ethos across the school.

Staff have undertaken training in order to raise their awareness of, and knowledge of how best to protect children from, radicalisation and extremism.

We expect all students to attend regularly, and see this as an essential aspect of the responsible behaviour we seek to promote. Good attendance enables the school to provide all its students with access to learning and a productive learning environment

We believe that the education of **all** children is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment.

It is the responsibility of all staff to make sure that children maintain very high standards of behaviour at all times. Children and parents also play a key role in the promotion and support of excellent behaviour. The school works in partnership with families and external agencies to maximise the chance of every pupil to behave responsibly.

The school behaviour policy is shared with staff, children and parents, it is implemented consistently and fairly and is regularly reviewed.

Aims

- To establish and maintain approaches to behaviour management that are consistent throughout the school.
- To ensure that all members of our learning community feel safe, valued, respected and secure within the environment we collectively create and maintain on a day-to-day basis.
- To provide clear understanding that we all have the right to learn to the best of our ability, and a responsibility to ensure that all others have an equal opportunity to do so.
- To ensure that behaviour throughout the school in both structured and unstructured times supports the school's aim to become an outstanding learning community with a strong sense of the values and high expectations that underpin this aim.
- To give great emphasis on celebrating positive behaviours amongst all members of the learning community through formal and informal rewards and praise.
- To enable appropriate means by which teaching staff, non-teaching staff and pupils can engage in formal and informal rewards and praise for other members of our learning community.
- To ensure that sanctions are clear, fair and, where necessary, consistently applied by all teaching and non-teaching staff as directed in this policy.
- To ensure that every member of our learning community behaves with consideration, respect and concern for others.
- To ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

Everything we do is underpinned by our Golden Rule: **"Treat others as you would like to be treated"**.

We understand that for every right we own, we have an equal responsibility to ourselves and the rest of the Alverton School community.

Reward Systems

Positive behaviour and effort will be rewarded by:

- Individual praise and encouragement
- Appropriate written comments on work
- Awarding of certificates, stickers, commendations and privileges
- Public commendations for good behaviour and work in assemblies
- Recommendations for a Star of the Week award
- Positive communications with parents to share success
- Awarding of House Points
- Individual class-based reward schemes

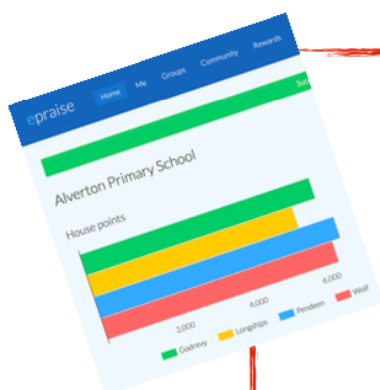


HOW OUR REWARDS WORK



HOUSE POINTS

You can earn **HOUSE POINTS** for almost anything that members of staff see you doing around the school.



This includes...

Politeness

Kindness

Effort

Excellent Uniform

Good Progress

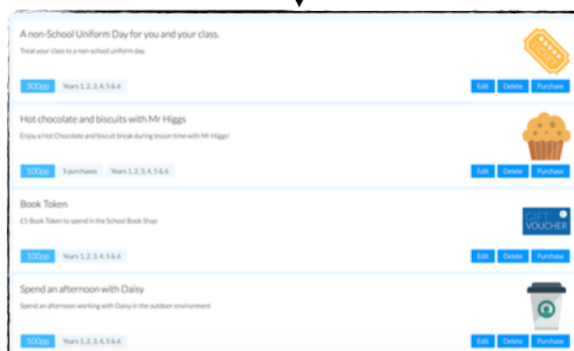
Good Manners

A fantastic piece of work

Even having a smile on your face!



Collect House Points to help your House win the House Point Cup. Plus, earn Certificates and Rewards. You can even spend your house points in Our online shop



Sanctions Procedure

If an informal strategy fails to cause a change in a child's behaviour, or an individual incident is considered to be of a sufficiently serious nature, then the Sanctions Procedure should be invoked.

The procedure is an escalating scale of response and is designed to make all behaviour manageable whilst providing opportunities for the individual child to make the necessary improvements to their behaviour.

It is also designed to set a hierarchy of intervention where children are given clear and consistent messages about the consequences involved in making future choices about their behaviour.

The level at which the teacher should sanction a pupils behaviour depends upon the seriousness of the child's actions.

In cases of serious misdemeanours the teacher may wish to 'fast-track' the process. Examples of this may include bullying, theft, violence towards others, extreme behaviour or rudeness, racism etc. In such cases the member of staff should refer the behaviour to a senior colleague (Headteacher or Deputy Head).

In cases where pupils are proven to have made false, malicious and / or possibly damaging accusations against staff, a pupil disciplinary panel meeting of governors will be called to decide on an appropriate course of action based upon an investigation report compiled by a senior member of staff not associated with the false claims.

Sexual Harassment and Abuse (including Online)

We aim to create a culture where sexual harassment and sexual abuse (including online) are not tolerated, and to identify issues and intervene early to better protect children and young people.

We want everyone to feel included, respected and safe in our school. We take all forms of sexual violence and harassment seriously and will not tolerate verbal abuse, which includes name-calling, sexist comments and "banter". Our PSHE / RSE curriculum covers what healthy and respectful behaviour towards one another looks like.

Sexual harassment / abuse / bullying can include:

- Unwanted / inappropriate physical contact
- Sexual innuendo
- Suggestive propositioning
- Exposure to age-inappropriate themes or material
- Distribution / display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance; we will respond to this behaviour as we would to any other breach of our behaviour expectations. We will refer to our Peer on Peer Abuse Policy which includes our procedures for dealing with incidents of sexual harassment and abuse and follows the most recent guidance from KCSIE as well as the advice from the Ofsted Review of Sexual Abuse in Schools and Colleges (June 2021).

Physical intervention

It is recognised that in specific circumstances of serious threat to children, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all. Some staff are trained in the Team Teach positive handling techniques and are authorised to use restrictive physical intervention. However, in an emergency, the use of physical intervention by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate.

We follow the guidelines set out by Cornwall Council on the use of reasonable force and the DfE Use of Reasonable Force (2013) advice.

Corporal punishment* will not, and must not, be used under any circumstances

***Corporal punishment** is defined as any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation (Sections 548 to 550 of the 1996 Act). The ban on this is absolute. It applies regardless of the seriousness of the pupil's misbehaviour, or the degree of provocation involved.

In addition depriving a child of food or drink is unlawful. In the school situation this covers those times such as breaks, lunch and periods where children normally have access to food and drink.



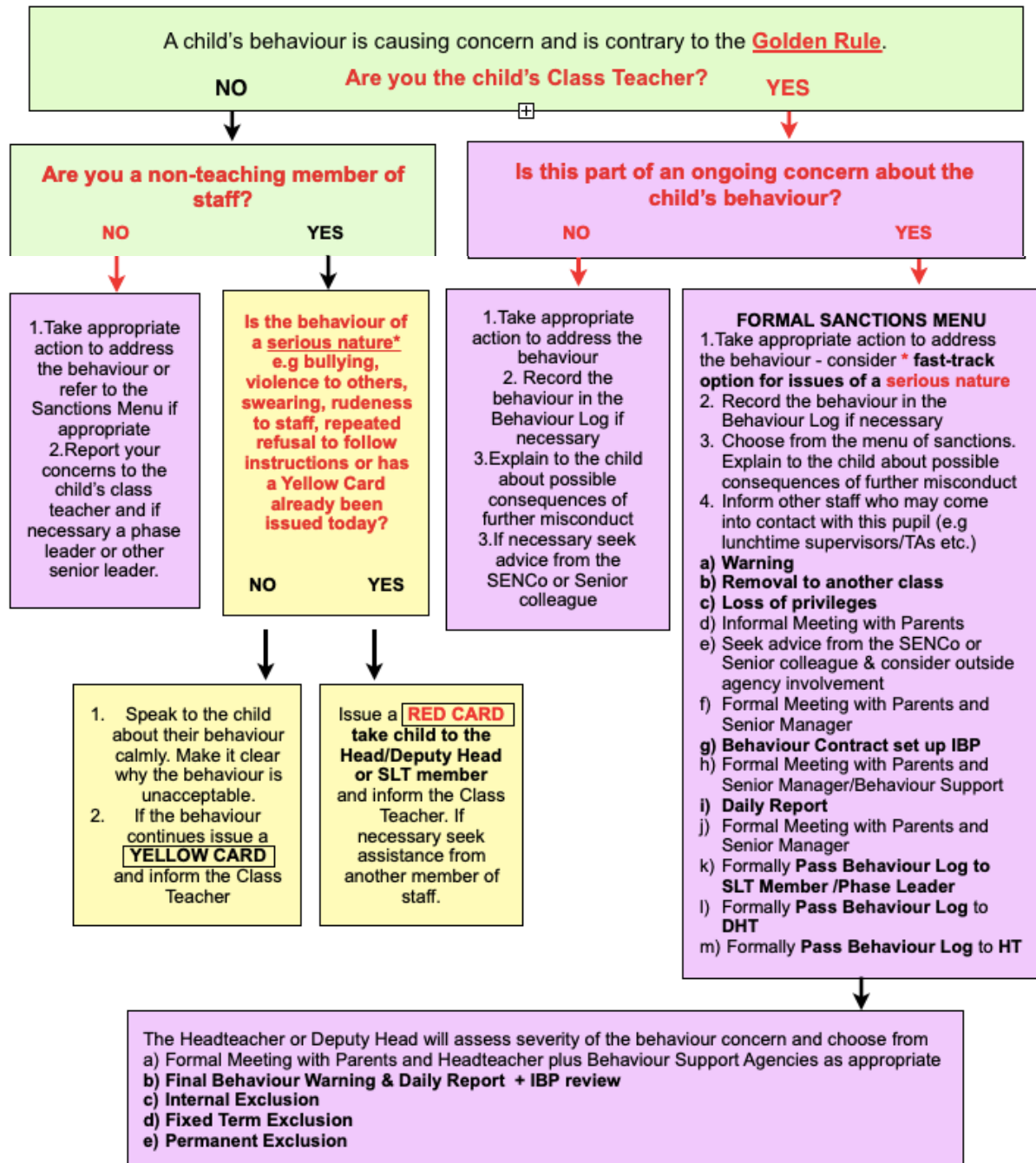
ALVERTON SANCTIONS FLOWCHART



THE ALVERTON GOLDEN RULE

“Treat others as you would like to be treated.”

We understand that for every right we own, we have an equal responsibility to ourselves and the rest of our learning community.



If it is necessary to consider the exclusion of a pupil, the school will follow TPAT's Exclusion Policy and Guidance and the process set out in the DfE statutory guidance: "Exclusion from maintained

schools, academies, and pupil referral units in England” (September 2017) or any subsequently updated versions of this document.

Roles and Responsibilities

It is the responsibility of all staff to make sure that children maintain high standards of behaviour. Staff training is refreshed and CPD opportunities are taken to ensure that our behaviour systems reflect best practice and that all staff are well-positioned to support and enhance these.

Classroom Management

The class teacher or person in charge of the class should have high expectations of the children’s behaviour at all times. In order to promote this the following need to be considered:

- **Arrangement of the Lesson**
 - When and how children enter the building and the room
 - Clear routines and expectations of behaviour
 - Organisation of the class
- **Seating arrangements**
 - Access to materials
 - Visibility
 - Ease of movement
- **Work demands** - is the work appropriate for the child’s level of ability?
- The teacher and other staff must model the **standards of courtesy** expected from the children.
- There should be **consistent use of positive reinforcement and praise**.
- Making **sparing but effective use of reprimands**.

The Role of Teaching and Non-Teaching Staff

The responsibility for ensuring that our behaviour expectations are effective and consistently applied belongs to all members of the school community. This role extends throughout the school day and covers any part of the school grounds and beyond.

Where any member of staff considers that either the aims of his policy or the Alverton ethos and values are being breached, they have a responsibility to address this in line with the appropriate range of sanctions set out below and with appropriate reference to the class teacher in charge if this takes place during lesson time.

Similarly, where there is the opportunity to reward or praise positive behaviour, all staff share the same responsibility to do so.

The Role of Lunchtime Supervisory Staff

The role of Lunchtime Supervisory staff is crucial to the smooth running of the school and to the effectiveness of pupil learning. It is therefore extremely important the lunchtime staff receive training in this policy and their role within the overall behaviour management structure if they are to fulfil their role in the best interests of the school, the pupils and their learning.

Lunchtime supervisors have access to the school’s rewards systems and, if necessary, follow the school’s sanctions procedure.

Behaviour Outside School

In all cases of misbehaviour, a teacher can only discipline the pupil on school premises or elsewhere, such as on a school visit, when the pupil is under the responsibility of the staff member.

If non-criminal bad behaviour or bullying occurs on the journey to and from school, and is witnessed by a member of staff or reported to the school, the school will follow the same procedures as would be applied to an issue occurring on the school site.

From time to time, the school is made aware of incidents online which may impact on the wellbeing or learning of pupils. Depending on the nature of these incidents, the school may consider that they fall within the remit of this policy and will therefore take appropriate action.

Support for Pupils

There are strong systems in place to support pupils with their behaviour. All staff model the behaviours they expect from the children, specifically teaching aspects of these if necessary. In addition to the support systems provided by teaching and non-teaching staff, we have a Pastoral Support team and a dedicated member of staff who provides nurture support for identified children. Some staff have received Thrive training. We liaise with agencies such as the Behavioural Support Team, CAMHS and the Family Support Team in order to provide additional support to those children who need it most.

Our transition practices, whether starting school, moving on or moving between phases and classes are designed to ensure a smooth transition for all pupils. Additional arrangements are made for pupils who might need this.

Conflict Resolution

All children, from time to time, have conflicts over a wide range of issues. It is vital that these are dealt with in the proper way. The following method should be used when dealing with all serious conflicts.

- Decide upon a suitable time to deal with the issue.
- Listen to all the parties concerned individually or collectively and record important details in a brief report. Ensure that children have the opportunity to speak individually if they wish, particularly in instances where bullying behaviour may potentially be involved.
- Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Make children aware of the consequences of their actions and the rules they have disregarded.
- Offer appropriate pastoral support or mediation to pupils.
- Take the necessary action in line with the Sanctions Procedure including informing other relevant adults in and out of school as appropriate e.g. class teacher, SLT, lunchtime supervisor, parents etc.

The school follows the guidance set out in the DfE document “Behaviour and Discipline in Schools – Advice for headteachers and school staff” (January 2016).

This policy should be read in conjunction with the school's Anti-Bullying policy, TPAT's Exclusion Policy and Guidance, the DfE "Exclusion from maintained schools, academies, and pupil referral units in England" guidance and Cornwall Council's guidelines for the use of physical restraint in school and care settings.

February 2022 (updated April 2022)

Appendix to the Behaviour Policy: COVID-19

Pupils must follow instructions about:

- altered routines when they arrive and leave school
- hygiene, such as handwashing and sanitising
- who they can socialise with at school, making sure they keep only with their group at all times
- moving around the school
- sneezing, coughing, tissues and disposal ('catch it, bin it, kill it')
- not touching their mouth, nose and eyes with hands
- telling an adult if they are experiencing symptoms of coronavirus
- sharing any equipment or other items including drinking bottles
- breaks or play times, including where they may or may not play
- use of toilets
- never coughing or spitting at or towards any other person.

Staff will proactively and explicitly teach new rules and expectations and will regularly reinforce behaviour throughout every day. Staff will supervise health and hygiene arrangements.

Well-executed rules will be positively reinforced through encouragement and rewards. Sanctions will be imposed consistently when rules are broken, in line with the school's Behaviour Policy.

Given the implications of the COVID-19 virus being transmitted to other people, the school will consider any deliberate breach of its safety expectations (eg deliberate physical contact / spitting) very seriously. We may also ask parents to remove children from the site. This will not be classed as an exclusion but as a safety measure. Where a child appears unable to manage their own behaviour adequately and in line with our safety expectations, parents may also be asked to remove the child from the site. Again, this will not be classed as an exclusion but as a safety measure.

This Appendix will be shared with all staff and with all pupils who are attending school in these circumstances and their parents.

May 2020