

Alverton Primary School



Behaviour Management Policy

Date Written	September 2013
This review	July 2016
Next Review Date	July 2019
<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: 13th July 2016</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 misbehaviour 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 attended WRAP (Workshop to Raise Awareness of Prevent) 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.

We follow the principles of the **Alverton Code**.

"All of us who are members of this school community, both adults and young people, have the right to:

- Learn and teach to the best of our ability
- Be safe, secure and happy
- Be treated with consideration, courtesy and respect
- Take pride in ourselves, our achievements and our school
- Try our best at all times in everything we do
- Be treated equally with honesty and fairness

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 and BARTs
- Individual class based reward schemes



HOW OUR REWARDS WORK

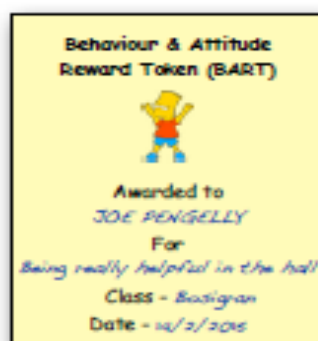


BARTs

You can earn **BARTs**
Behaviour & **A**ttitude **R**eward **T**okens
 for almost anything that members of
 staff
 (but **NOT** your Class Teacher)
 see you doing around the school.

HOUSE POINTS

You can earn **HOUSE POINTS**
 for almost anything that
 members of staff
 (**INCLUDING** your Class Teacher)
 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 both BARTs & House Points on your Personal
BART CHART to Earn Certificates and Book Bank Cheques!



Alverton's Fabulous Bart Chart - Gold Award

Name: _____ Class: _____



51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	



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 associate with the false claims.

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 in the Cornwall Council Policy and Guidelines for the Use of Physical Restraint in School and Care Settings (April 2012) 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 CODE

All of us who are members of this school community, both adults and young people have the right to:

- Learn and teach to the best of our ability
- Be safe, secure and happy
- Be treated with consideration, courtesy and respect
- Take a pride in our selves, our achievements and our school
- Try our best at all times in everything we do
- Be treated equally with honesty and fairness

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

A child's behaviour is causing concern and is contrary to the Alverton Code

NO

Are you the child's Class Teacher?

YES

Are you a non-teaching member of staff?

NO

YES

Is this part of an ongoing concern about the child's behaviour?

NO

YES

1. Take appropriate action to address the behaviour or refer to the Sanctions Menu if appropriate
2. Report your concerns to the child's class teacher and if necessary a phase leader or other senior leader.

Is the behaviour of a **serious nature***
e.g. bullying, violence to others, swearing, rudeness to staff, repeated refusal to follow instructions or has a Yellow Card already been issued today?

NO

YES

1. Take appropriate action to address the behaviour
2. Record the behaviour in the Behaviour Log if necessary
3. Explain to the child about possible consequences of further misconduct
3. If necessary seek advice from the SENCo or Senior colleague

1. Speak to the child about their behaviour calmly. Make it clear why the behaviour is unacceptable.
2. If the behaviour continues issue a **YELLOW CARD** and inform the Class Teacher

Issue a **RED CARD** take child to the Head/Deputy Head or SLT member and inform the Class Teacher. If necessary seek assistance from another member of staff.

FORMAL SANCTIONS MENU

1. Take appropriate action to address the behaviour - consider * **fast-track option for issues of a serious nature**
 2. Record the behaviour in the Behaviour Log if necessary
 3. Choose from the menu of sanctions. Explain to the child about possible consequences of further misconduct
 4. Inform other staff who may come into contact with this pupil (e.g. lunchtime supervisors/TAs etc.)
- a) **Warning**
 - b) **Removal to another class**
 - c) **Loss of privileges**
 - d) **Informal Meeting with Parents**
 - e) **Seek advice from the SENCo or Senior colleague & consider outside agency involvement**
 - f) **Formal Meeting with Parents and Senior Manager**
 - g) **Behaviour Contract set up IBP**
 - h) **Formal Meeting with Parents and Senior Manager/Behaviour Support**
 - i) **Daily Report**
 - j) **Formal Meeting with Parents and Senior Manager**
 - k) **Formally Pass Behaviour Log to SLT Member /Phase Leader**
 - l) **Formally Pass Behaviour Log to DHT**
 - m) **Formally Pass Behaviour Log to HT**

The Headteacher or Deputy Head will assess severity of the behaviour concern and choose from
a) Formal Meeting with Parents and Headteacher plus Behaviour Support Agencies as appropriate
b) **Final Behaviour Warning & Daily Report + IBP review**
c) **Internal Exclusion**
d) **Fixed Term Exclusion**
e) **Permanent Exclusion**

If it is necessary to consider the exclusion of a pupil, the school will follow the process set out in the DfE statutory guidance: "Exclusion from maintained schools, academies, and pupil referral units in England" (DFE-00001-2015) 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 differentiated and 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.

Support for Pupils

There are strong system 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 which the children can access through a postcard system. In addition, there is a dedicated member of staff who provides nurture support for identified children. Three members of staff are trained in Thrive. 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 is 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. 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) DFE-00023-2014.

This policy should be read in conjunction with the school’s Anti-Bullying policy, the DfE “Exclusion from maintained schools, academies, and pupil referral units in England” guidance and Cornwall Council’s Policy and Guidelines for the Use of Physical Restraint in School and Care Settings.