



Behaviour Policy

Behaviour Lead: Miss J Rowe



Positive Behaviour and Rewards Policy

We believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. We foster a knowledge and awareness of **Rights and Responsibilities** (as in accordance with UNICEF) as part of our school ethos. Every child is important and everyone has the right to feel safe at all times. Our policy aims to promote excellent behaviour, support pupils with their behaviour choices, develop empathy for others and resolve conflict. We have 3 main principles which are: **Be Ready, Be Respectful and Be Safe (The 3Bs)**

In practice this means that:

- Ready: We listen to each other and we are ready to work;
- Respectful: We treat each other, property and the environment with respect;
- Safe: We choose appropriate behaviour to keep everyone safe at all times.

Objectives

- To promote good behaviour and discipline;
- To develop awareness of responsibilities, consequences and empathy for others through restorative talk (see appendix 2 for Restorative Talk Process);
- To promote self-esteem, self-discipline, equality, regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all irrespective of race, religion, gender, sexuality or disability;
- To encourage consistency of response to both positive and negative behaviour;
- To promote early intervention and to involve outside agencies where appropriate;
- To provide a safe environment free,
- To provide an environment free from bullying and any form of harassment and to promote such values in the wider community – See Appendix 1 for the Anti-Bullying Statement;
- To encourage a positive relationship with parents/carers;

Positive Behaviour Management

We believe that good behaviour is a choice and that we can support all of our children to make the right choices with their behaviour. We do this through a wide variety of positive behaviour management approaches, underpinned by restorative justice principles and practices – **See Appendix 2**. These are outlined in our Staff Handbook and inform our working practices throughout the school. We use positive incentives to help children understand that their actions have reactions (both positive and negative) and where necessary we apply consistent consequences to support children in making positive choices. When required we develop and implement individually tailored behaviour plans to ensure all of our children are equipped with the skills



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they need to make the right choices. We actively 'teach' appropriate behaviour in all situations. This is modelled to the children at all times by the ways adults interact with children and with each other. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster.

When conflicts emerge we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

Attitudes for Learning

The required Attitudes for Learning are simply stated as being ready to learn and require each pupil to take personal responsibility for their behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development which will be covered through the curriculum as well as in assemblies, lessons and our behaviour system.

Being ready to learn involves:

- Coming to school with a positive attitude;
- Arriving on time;
- Being properly equipped;
- Performing to the best of your ability;
- Being calm and attentive

Taking personal responsibility for behaviour and being respectful involves:

- Respecting the right of others to learn; their opinions, personality, privacy and property;
- Following the Alexandra Junior School uniform policy;
- Moving around the school in a quiet and orderly manner, keeping to the left at all times in school corridors;
- Seeking support/guidance from an appropriate adult if needed;
- Caring for the environment in and around school;
- Behaving appropriately whilst in school uniform to uphold the school's reputation and status.
- The way we fix problems between each other
- Talking things through, listening to each other.

Being Safe involves:

- Considering the way we move about
- Moving between rooms sensibly
- Lining up sensibly
- Using equipment sensibly
- Considering keeping everyone safe in other contexts ie. online



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Role and Responsibilities

The Local Governing Body of Alexandra Junior School will establish, in consultation with the Headteacher, Senior Leadership Team, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. Parents are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Staff Responsibilities

All staff at Alexandra Junior School, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative justice framework and practices. The specific behaviour management roles of teachers are described in their job descriptions and includes specifically addressing all forms of bullying including name calling etc.

Staff have responsibilities to:

- Speak and treat all pupils with respect;
- Help and encourage all pupils to achieve high standards;
- Provide a challenging, interesting and worthwhile curriculum;
- Create a safe and pleasant environment both physically and emotionally;
- Use positive and negative consequences clearly and consistently;
- Be a good role model;
- Form positive relationships with pupils and parents;
- Recognise and value the strengths of all children;
- Communicate effectively by using a variety of tones and voices, avoiding shouting.

Children need to know that the significant adults in their lives value them for being themselves and not just for what they do. Showing unconditional regard is an important element in providing the emotional environment through which children can develop a positive self-image. Small things such as knowing the names of children throughout the school, greeting all children positively and taking an interest in hobbies and families can make a huge difference. Active listening is about giving full attention to the speaker in a non-directive, non-judgemental way. It is also a way of giving thoughtful, undivided attention in a way that communicates genuineness, acceptance and empathy.

Parent/Carer Responsibilities

The behaviour of children both inside and out of school remains the responsibility of the parents/carers of the individual. Parents/carers should be aware that teachers have a statutory power to discipline children for



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misbehaving outside of the school premises and to act upon incidents witnessed by a member of staff or reported to the school.

Behaviour to and from school

The school's normal disciplinary procedures apply to pupils travelling to and from the school premises in school uniform.

Behaviour on school trips

The school's normal procedures also apply to school trips. Incidents of poor behaviour choices will result in a pupil being supported with behaviour on future trips, as well as the imposition of the normal consequences.

Playtimes and lunchtimes

To help keep procedures consistent for the children the same behaviour system operates both in class and on the playground. We offer support for children who find lunchtimes a challenge. This will be supported by the class teachers and the pastoral team.

Rewards and Consequences

At Alexandra we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal rewards such as a smile or body language;
- Praise
- Showing work or achievements to other pupils, other teachers, SLT;
- Headteacher's award for exceptional work;
- Displaying / showing of work in assembly;
- Star of the week award;
- Stickers;
- Class dojos
- Behaviour treats (termly)
- Superclass treat

Superclass

Our SUPERCLASS system works on rewarding positive behaviour on a whole class basis, instilling the ethos of collective responsibility within a class. Every day the class has the opportunity to be awarded one letter from the word 'superclass'. When they have collected all ten letters the whole class enjoys a reward. A letter is awarded when no one unwanted behaviour recorded through the tracking system. Each day the whole class starts with a 'clean sheet'.

Housepoints



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There are four houses at Alexandra that are named after castles. They are: Conway, Ludlow, Stirling and Windsor. The houses nominate house and sports captains annually from members of Year 6. The house captains will collate the weekly and termly house point totals.

Individual housepoints

Children earn housepoints through demonstrating a variety of positive behaviours e.g. homework, good manners, being extra kind and helpful. Adults throughout the school can award housepoints. At lunchtime, during assembly or from the school office children will be given a special ticket or sticker to show the teacher and enter a housepoint. 1 house point to be awarded per good piece of work or action.

They record their housepoint using DOJO an online system for their team in the classroom.)

Use of consistent positive statements:

This is very important at Alexandra as it reinforces showing respect and models the use of positive language. It is important to note that shouting is only permissible if a child's safety is in danger. It is not an effective strategy for managing behaviour.

Your behaviour is unacceptable.... I am reminding you of the responsibility to.....

Can you explain therule to us all.

I am reminding you that if you continue (name behaviour), the rule will be broken.

Think about how you can change your behaviour before the rule is broken.

Make the right choice.

Super effort for making the right choice to follow the rule by (putting up your hand, waiting your turn to speak, moving away from the distraction etc).

We believe that it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences. The application of rewards needs to be consistent and fair and will be reviewed regularly at staff meetings.

Negative consequences

Sometimes it is necessary to discourage pupils from making poor behaviour choices and at Alexandra Junior School we do this through a system of logical consequences or sanctions.

- Consequences should be discussed with the parties involved through restorative talk process (sometimes the consequence can just be the discussion with the pupil);
- Reference to consequences should be done through calm discussion;
- Pupils and parents should be informed of the hierarchy of consequences and the recording system;
- If a sanction is used pupils should be able to start afresh as quickly as possible;
- It is always made clear that it is the behaviour that is the problem and not the child.
- Seclusion away from own class – taking into account procedures due to COVID amendments.



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- Exclusion
- Parent meeting (agreed written targets and strategies)

Strategies to use

- Distraction techniques (although see current amendments due to COVID)
- Eye contact – to reinforcing a need to get back on track and amend behaviour choices
- Non-verbal clues,
- Verbal recognition of inappropriate behaviour with reference to the main principles (3 Bs), whilst remembering the need for this to be done on an individual level;
- Warning; support pupil in understanding that behaviour isn't acceptable and encourage them to get back on track otherwise further consequences will occur
- Further continued behaviour – to record on tracking system and restorative talk process to resolve and discuss consequences.
- Refer pastoral team or SLT;

Staff should update tracking system as negative behaviour occurs and the pastoral team will frequently and regularly review the system to assist with supporting both staff and pupils. Where behaviour is giving cause for concern or serious incidents occur parents should be contacted.

Serious Incidents

Serious incidents include:

- Persistent disruption of lesson, which prevents the learning of others;
- Swearing or rudeness to staff;
- Bullying, including homophobic bullying;
- Racist behaviour;
- Deliberate damage to property;
- Persistent refusal to co-operate with reasonable requests;
- Actual or threatened violence to pupils of staff;
- Sexual misconduct;
- Supplying or use of illegal drugs;
- Carrying an offensive weapon.

In any of these instances, a senior member of staff should be involved and parents contacted. The incident should be recorded by the member of staff involved on a 'Serious Incident Form' and uploaded onto CPoms system. A meeting will be held with the parents to discuss triggers for behaviour, supporting the pupil with behaviour and consequences. The consequences of these serious incidents could result in an exclusion from



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Alexandra Junior School for a fixed term or potentially permanent. The parents/carers of the pupil will then be required to attend a formal 'Way Forward' meeting with a senior member of staff and the class teacher during which the most appropriate support will be discussed/arranged. Please see the Exclusion Policy.

Training

The Local Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management are provided to support the implementation of this policy.

Monitoring and Evaluation

The Behaviour Policy at Alexandra Junior School is evaluated and reviewed on an annual basis, and the whole policy and any amendments are agreed.

Dependent on the circumstances, the type of behaviour and the need for social distancing, the range of consequences are as follows:

1 st warning	Verbal, no additional consequences. Child reminded of school rules. Praise positive changes.
2 nd warning	Child is reminded again of the consequences if the unwanted behaviour is displayed again – warning is noted and shared with the pupil.
3 rd warning	Child is reminded again and restorative talk process maybe used.
4 th warning	Refer to SLT/parents maybe called and informed about their child's behaviour and if there are any further instances, they will be asked to collect them and take them home.

When on the yard, the range of consequences are as follows:

1 st warning	Verbal reminder, no additional consequences. If possible catch them using appropriate behaviour and praise
2 nd warning	Child stands out of the game, near to an adult of the yard for a few minutes.
3 rd warning	Child will need restorative talk process.



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Lunchtime behaviour

Behaviour	Consequence
<p>Inability to follow being respectful responsibility</p> <ul style="list-style-type: none"> • Failure to follow an instruction set by an adult. • Low level unwanted physical contact eg rough play. • Walking away from an adult when being spoken to. 	<ul style="list-style-type: none"> • A few minutes ‘time out’ from playtime. Child will be asked to go and remind themselves about the 3 Bs – our main principles – displayed on the noticeboard on the playground and when they know which responsibility they have not fulfilled through the restorative talk process they talk to the adult about how they are going to put it right before they return to play. • Child could be asked to make a verbal apology – Child must receive acceptance of the apology from the ‘victim’. Lunchtime supervisors to report any incidents to the senior lunchtime supervisor. If behaviour occurs on more than one day the lunchtime supervisor will inform the class teacher who will discuss the behaviour with the child, strategies for improvement and if repeated will arrange to meet with parents to discuss future improvements.
<p>Inability to follow being respectful or being safe responsibility</p> <ul style="list-style-type: none"> • Use of inappropriate language to another child or adult e.g. shouting, aggressive, continually argumentative • Use of indecent language directed at another child or adult that is heard by an adult. • Shouting at an adult. • Fighting. • Deliberately hurting another child. • Deliberately spitting. • Threats or bullying (see also the Anti-bullying Policy). • Damage to property, vandalism or theft. 	<ul style="list-style-type: none"> • Child to leave the playground for the rest of lunch. (adult to accompany) • If needed serious incident form must be completed after restorative talk. Bear in mind straight after the incident, it may not be the most appropriate time for the child to discuss the incident. Time may be needed before the pupil is ready to discuss calmly. • Phone call to parents from the teacher or a member of the SLT or home school link worker. • Consequences will arise through discussion using the restorative talk process and could result in exclusion. Further incidents of poor behaviour choices will be monitored and personal targets put in place if necessary. • Any exclusion will either be served in school, where the pupil will be situated in a classroom alone with the supervision of an adult, or at home. Decisions regarding where the exclusion will be served will be made at the Headteacher’s discretion.
<ul style="list-style-type: none"> • Racist comment made to another child or adult. (see also relevant policy) 	<ul style="list-style-type: none"> • Racist behaviour form completed and returned to LA. Copy kept in school. • Parents of the perpetrator and victim informed by the class teacher.

If a child does not respond to the above rewards and sanctions

It is accepted that a small minority of children will not respond to the above rewards and sanctions. If a child’s behaviour causes concern over a period of time despite intervention, the child should be reported to the **Headteacher, Deputy Head and Special Educational Needs Co-ordinator**. A decision will then be made to request that the child’s parent comes to see one of the above members of staff with the class teacher and a



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behavioural diary or a behavioural support programme put in place. The parent will then be asked to attend review meetings with the teacher concerned and future actions discussed.

It is recognised that children who have Pupil passports (on the Special Needs Register) do not fall into the parameters of this policy and as such will have sanctions and rewards built into their Passports by which their behaviour will be addressed. Staff are still required to record incidents to allow tracking and further intervention to be put into place. Rules, rewards and sanctions still apply but individual needs may be catered for differently.

Pupil / Pupil Disagreement

At Alexandra we have trained Peer mediators who are trained to:

1. Use a process to support conflict resolution
2. Try to solve pupil to pupil conflict
3. Complete peer mediation records
4. Refer to a member of staff where resolution cannot be made

Physical Intervention

Adults will not use any form of physical intervention e.g holding, unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property. If this is planned then it will only be carried out by MAPA trained staff. If physical intervention is needed immediately in order to safeguard, then staff will hold using 'reasonable force' only. Any incident of physical intervention will be recorded and the parent informed of the incident on the same day. (see also physical intervention policy)

This policy complies with section 89 of the Education and Inspections Act 2006.

This policy is reviewed annually (Miss Julie Rowe – Behaviour Lead).



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Appendix 1

Anti-bullying

We define bullying as Several Times On Purpose and it can take different forms.

Bullying is:

- deliberately hurtful
- sustained over a period of time
- difficult for victims to defend themselves against

Bullying can be:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading stories, exclusion from social groups

We aim, as a school, to promote a safe and secure environment for adults and children where all can work and learn without anxiety. Pupils should be encouraged not to suffer in silence. We aim to create a culture in which pupils feel safe and supported if they tell. All incidents of bullying should be reported as soon as possible to a member of staff. Pupils should be encouraged to tell someone if they think someone else is being bullied. School Council regularly review the child friendly anti bullying policy and this is shared with all pupils.

When bullying is reported the school will;

- speak to all those involved to establish the facts
- adopt a problem solving approach
- inform parents of victims and bullies
- follow up repeatedly, checking that bullying has not resumed
- ask for help from agencies such as the NSPCC or police if the problem is persistent or difficult to sort out
- complete the 'bullying incident record sheet' and hand it to a member of SLT

Bullying will be regularly addressed through assemblies. PSHCE in all classes.



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Appendix 2

Restorative Justice Principles

- How we treat people in school
- Children need to feel they are treated fairly
- Based on modelling behaviours and what children experience
- Teaching sensitiveness, understanding and ways of behaving
- Development of social skills is paramount!
- Development depends on positive relationships in school – the heart of all learning!
- Talking through what could be done differently
- Changes the way a child thinks
- Helps children to understand how behaviour affects others

Restorative Talk Process

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who was affected and how?
5. How can you make things right?

Note: Consideration should be made about when this process should take place, ensuring a pupil is ready to discuss what happened



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SERIOUS INCIDENT FORM

“Everybody has rights, with these come responsibilities to behave in a positive manner.”

Name: _____ Date _____ Time: _____
Lesson/Activity: _____ Reporting Adult: _____
Location: _____

Behaviour Policy Aims

To create a positive attitude within the school with an agreed code of behaviour

- To encourage the children to take responsibility for their actions and accept the consequence of wrong doing.
To make children aware of what is acceptable behaviour and what is unacceptable behaviour within the school environment.
To create a positive learning environment where children are encouraged to take some responsibility for their own learning through a positive attitude to achievement.

The above named pupil’s misbehaviour is considered serious. Logical consequences will therefore be used that might include an in-school seclusion. Please note that if there is a violation of a very serious nature, exclusion (fixed or permanent) will be immediate. Parents will be contacted by phone and by letter. External agencies may be contacted.

The following school rule has been broken:

Table with 3 columns: Main Principles, Details, Main points of action after Restorative Talk Process. Rows include Be Ready, Be Respectful, Be Safe.

Due to the seriousness of the above incident the consequences are:

Table with 4 columns: Lunchtime exclusion, In school seclusion, Fixed term exclusion, Permanent exclusion. Each column includes a field for 'Number of days'.

Roles and Responsibilities (Taken from the school’s Behaviour Policy)

- All staff are responsible for ensuring that the behaviour policy and procedures are followed, and consistently and fairly applied
Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school.
Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Dear/Parent Guardian Your child was involved in a serious incident today. Please attend a meeting to support and review the incident at school. All behaviour incident issued are held on record. Thank you for your support.

I have discussed the above behaviour with my child and with the school.

Signed: _____ Parent/Guardian Date: _____



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Name: _____ Date: _____ Class: _____

Location of incident: _____ Time: _____

Member of staff filling in the form: _____

	What happened?	_____ _____ _____
	What were you thinking at the time?	_____ _____ _____
	What have you thought about since?	_____ _____ _____
	Who was affected and how?	_____ _____ _____
	How can you make things right?	_____ _____ _____

Which rule needs to be reflected on?

Be Ready	Be Respectful	Be Safe

Agreed outcome:
