Behaviour Policy

Version: 1

Date: Autumn 2023

Review Date: Autumn 2024

Only Our best will do!

'Success makes us SPARKLE'

Aims of our behaviour policy

- To create a welcoming, respectful and safe learning environment in which everyone can be successful.
- Develop a consistent approach across all times of the day and across the school which all adults and pupils know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

School Aims

Children at Albrighton Primary School know that our motto 'Only Our Best Will Do!' applies to all aspects of school life including how well they conduct themselves in and around school. We are a caring, nurturing school and believe that best behaviour is promoted through positive re-enforcement and rewards, enhancing self-esteem and ensuring that all children feel valued. Albrighton pupils come to school eager to learn and are regularly praised by visiting adults for their good behaviour. Through our behaviour policy, we can deal effectively and consistently with any incidents where children do not live up to our high standards.

Equality and Fairness

At Albrighton Primary School all pupils, parents and staff are treated equally; with respect and in a just and fair manner. The school promotes equality of opportunity, and a sense of fairness is evident in the work of the school. Pupils as well as staff are invited to take part in decision-making through the School Council and the Children's Safeguarding board and parents take part in parent panels. Albrighton Primary recognises ethnic, religious, cultural and linguistic diversity which is valued and promoted as a positive feature of the school and its community.

Taking Account of Individual Student's Needs

Staff will take into account the particular needs of more vulnerable students, those with SEN, disability and/or minority ethnic race, religion or culture. We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance
- make sure that every vulnerable student has a key person in school who knows them well, has good links with the home and can act as a reference point for staff
- contact external agencies for advice when they are unsure how to apply the behaviour policy

To ensure consistency we all follow our behaviour system – 'Success makes us SPARKLE'.

At Albrighton we work and play within the Sparkle Rules:

Be your best
Always do our best work
Wear my uniform and look smart
Show pride in my school environment
Look after one another
Be safe
Keep hands and feet to yourselves
Use equipment carefully
Walk carefully and safely around school
Be polite
Make everyone feel welcome
Treat everyone equally
Speak calmly and respectful
Take turns and use 'please' and 'thankyou'
Be kind
Look after people when they feel left out
Be helpful to others
Listen to what others have to say
Share nicely with others

We also link these rules to our school values of Respect, Kindness, Inspire, Aspire, Resilience and Responsible.

Rewards

Our emphasis is on rewards to reinforce good behaviour and the opportunity to put a 'mistake' right. We believe that rewards have a motivational role in helping children to see that good behaviour is valued. The commonest reward is praise; informal and formal; public and private; to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

At Albrighton Primary School we celebrate positive behaviour through:

- Praise (lots of it!);
- Class Dojos – children can 'cash' these in for motivational rewards often chosen by children themselves;
- Stickers;
- Praise postcards;
- Class Hero Assemblies;
- Sports Person of the week from phases;
- Star Readers, mathematician and writers;
- Certificates;
- Weekly SPARKLE TIME;
- Letters from the headteacher half termly.

Sanctions

Although rewards are central to the encouragement of good behaviour, sanctions need to be in place to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- It must be made clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future sanctions being applied;
- There should be a clear distinction between minor and major offences.

SPARKLE System

The rewards

- Children begin every day in the middle of their class chart (for Reception children this is every half day).
- They have 3 opportunities to move up the rungs. Each rung children go up, they receive an amount of dojos. Eg. 1 dojo, then 2 dojos and 3 dojos at the top.
- Children's daily dojos are collected
- Children will have a list of rewards that they can exchange their dojos for
- Each class should celebrate the children who SPARKLE at the top of the chart every day.
- All children who are in the middle of their chart or above by the end of the day every day in the week will also receive SPARKLE TIME on Friday afternoon.

The Sanctions

- If a child is demonstrating any negative behaviour, the child will move one space down and a staff member will have a quiet word with them.
- If a child is spoken to again, and the behaviour continues, they will go down another space and receive a sanction of 5 minutes loss of break time that day (or the next if necessary).
- Persistence of the behaviour will then result in the child being on the bottom rung. This then serves as a reminder to the child that they need to get their behaviour back on track and they miss 10 minutes break for reflection that day (or the next if necessary).
- At this point children are reminded that their behaviour needs to change in order for them to travel back up, and this is possible if they try hard to turn around their behaviour.
- If a child does not take the opportunity to reflect and change their behaviour then the consequence is a missed break
- If a child is at the bottom of the chart at the end of the day, they lose 10 minutes of Sparkle Time. Loss of SPARKLE TIME is for reflection.

Display in the classroom

- A class SPARKLE Rocket will be in each class on the wall for all to see.

Raffle tickets

- Any member of staff in school can give out raffle tickets to pupils in recognition of their good behaviour. A raffle ticket represents a dojo to be given to the child.

Behaviour record log

- Any unacceptable behaviour is recorded on CPOMS with actions clearly added.

Logging behaviour incidents on CPOMS

All behaviour incidents should be logged on CPOMS as soon as possible after the incident has taken place. Think about the timeline and adjust the date/time of incident if needed. Details of what happened, where it happened and who was involved are recorded. Children's voice must be obtained and recorded. It is also vital to record what happened in the lead up to the incident (the cause) and what actions have been taken as a consequence of the incident (the actions).

Definition of 'child on child' on CPOMS – this is when a child intentionally hurts another child either mentally/verbally or physically. For a one-off incident, the child-on-child category can be found under the section of 'behaviour', if it has happened repeatedly over time this would be categorised under the 'bullying/child on child' section.

Categories - Poor Behaviour in the classroom and around school is to be recorded against the 'Behaviour' category, with the correct sub-category/categories selected depending on the nature of the incident.

Praise Postcards

- Staff are encouraged to send praise notes home frequently in recognition of consistently good behaviour.

Praise Letters

In recognition of consistent good behaviour, the headteacher will send praise postcards through the post at the end of a half term. Three children will be chosen by teachers in every class.

Break and Lunchtimes

At lunchtimes, lunchtime staff will continue to give children rewards and sanctions. Sanctions will be taken immediately with children missing part of their break time in reflection.

Zoom Wrap around Club

Children in zoom will be rewarded with raffle tickets to go into a draw that evening to receive a prize. Children will have time out from play if needed as a sanction.

The Behaviour Consequence Hierarchy at Albrighton

The Behaviour Consequence hierarchy is used to manage on-going behaviour both within lessons and during playtimes and lunchtimes.

Stage 1

Behaviour being dealt with in class using the SPARKLE behaviour chart.

Such behaviour that may be shown but is not limited to: Mistreating equipment; shouting out; talking when an adult is talking; not listening/following instructions; wasting time; disrupting others; making little or no effort; unwilling to co-operate;

Stage 2

If the child is repeatedly ending the day at the bottom of the chart. Then the teacher will need to arrange to speak to parents, either in person or on the telephone. Time may be needed to work with the learning mentor if triggers or behaviours need addressing – teachers to refer child to learning mentor.

Stage 3
If poor behaviour persists over time, then parents will be informed and invited into school to discuss their child's on-going behaviour issues. A target success chart will be implemented by the class teacher to monitor the child's behaviour, session by session including playtimes and lunchtimes as necessary.

Stage 4
If, there is no improvement in behaviour, the matter will be referred to the Deputy Headteacher, who will formulate a behaviour agreement with the child and his/her parents. This is known as an IBP (Individual Behaviour Plan).

The behaviour monitoring will then be carried out by the Deputy Headteacher whilst the IBP is in force.

Stage 5
If behaviour worsens or no improvements are made as a result of the above, the Head Teacher will become involved and parents will be invited in for a meeting to discuss matters further. At this point, a referral may be made to external agencies such as Behaviour Support. This is called a blue card incident and the child will need to spend 3 days in isolation from class with the headteacher supported by deputy.

Head Teacher involvement will be necessary for one off serious incidents or failure to comply with targets on an Individual Behaviour Plan. This may result in exclusion, either fixed term or permanent. The necessity to act on such incidents quickly will result in parents or carers in the first instance, being informed by telephone. Parents will then be invited in for a discussion later.

One-off Serious Misdemeanours

Such behaviour may include but is not limited to:
Stealing; racism; bullying; serious aggression to others; aggressive/abusive behaviour including verbal, or swearing towards staff; attacking staff; smoking; throwing furniture;

This may include behaviour which takes place outside school but could impact significantly on in-school relationships or the reputation of the school.

A record on CPOMS will be kept of such incidents and follow up actions.

Continual serious breaches of behaviour or individual incidents including bringing knives or weapons, drugs or pornographic material will result in permanent exclusion from school.

Child on Child Abuse

All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and

• initiation/hazing type violence and rituals.
All staff should be clear as to the school's policy and procedures with regards to child on child abuse. Please see Safeguarding Policy

Pupil's Conduct Outside the School Gates

Although the school does not routinely become involved in events which take place off the school premises, there are occasions where this is appropriate. The Education and Inspections Act 2006 Section 89(5) gives the Headteacher a specific statutory power to discipline pupils for misbehaviour outside of the school premises; ***"to such extent as is reasonable"***.

A pupil may be disciplined for any misbehaviour outside the school premises when the pupil is:

- Taking part in any school organised activity or school related event or;
- Travelling to or from school or;
- Wearing the school uniform or;
- Is in some way identifiable as a pupil of the school;

Or a pupil may be disciplined for misbehaviour at any time off school premises, whether or not the conditions above apply, when it is felt that it could:

- Have repercussions for the orderly running of the school and impact on in-school relationships or could;
- Pose a threat to another pupil, member of staff or members of the public or could;
- Adversely affect the reputation of the school;

This would include all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, which is witnessed by a staff member or reported to the school by a parent or member of the public. This includes incidents where mobile technology or social network sites such as 'Facebook' are used to post abusive, threatening or hurtful comments about another member of the school community (pupil or adult), or the school in general. Any such incidents will be dealt with, and sanctions issued, in line with this Behaviour Policy, including in some circumstances the possibility of exclusion.

Fixed Term and Permanent Exclusions

Fixed term exclusion-
A **suspension** (also sometimes referred to as a fixed-term exclusion) is for a specific period of time. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Permanent Exclusion-
To exclude a child permanently is a very serious decision and should only be used as a last resort. A child would only be excluded from school: If they seriously or persistently breach the school's behaviour policy. Seriously harm the education or welfare of themselves or others in school if they remained in school.

Who can exclude?
The Head Teacher is the only person who can make the decision to exclude a child. (If the Head Teacher is absent the Deputy Head Teacher can exclude a child.)

How will parents be informed?
The Head Teacher should phone parents immediately to inform them that their child is being excluded, followed by a letter within one school day. The letter must inform parents that their child has been temporarily excluded or permanently excluded and the reasons for the exclusion.

In the case of a permanent exclusion, the decision must then be reviewed by the governing body. They decide whether your child can return to the school, and you will be invited to attend the meeting. The governing body must meet within 15 school days of the exclusion to consider the decision made by the Head Teacher to permanently exclude a child. Parents will be invited to attend the meeting.

Policy Statement

This policy was written in October 2023 and will been reviewed Autumn 2024.

This statement of policy was approved by the Governing Body at their meeting on _____

_____ _____

Chair of Governor's Signature Name

_____ _____

Headteacher's Signature Name

_____(Date)