

The Federation of St. Alphege

Church of England Schools



Behaviour Policy

'We all have the right to feel safe all the time'

Vision

At St Alphege we believe that children have the right to learn and feel safe at school.

As a school, we believe it is important to promote a caring and supportive environment to help all members of the school community to feel secure, respected and therefore promote safe behaviours in others, enabling all children to achieve their full potential. St Alphege C E Schools are committed to encouraging these behaviours through positive reinforcement, caring relationships and a relevant curriculum which incorporates a variety of teaching and learning styles.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the rules of being: **'Ready, Respectful, and Safe.'**

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community (parents, teachers, children and governors) based on a sense of community and shared values.
- To apply consistent expectations and guidance to create a caring, family atmosphere in which teaching and learning can take place in a safe and nurturing environment.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property. This will be done throughout the curriculum but particularly in PSHE and 'Taking Care'.
- To help learners take ownership of their behaviour and be responsible for the effects of it.
- To highlight and promote models of safe behaviour.
- To make clear to children the distinction between minor and more serious incidents and the range of sanctions that will follow.
- To treat problems, when they occur, in a caring and restorative manner to improve behaviour.
- To build a community which values kindness, care, good humour, good temper, safe behaviour and empathy for others.

Rights and Responsibilities

Pupils

Rights	Responsibilities
<ul style="list-style-type: none">• To be able to learn to the best of their ability.• To be treated with consideration and respect.• To be listened to by the adults in the school.• To know what is expected of them.• To feel safe.• To be treated fairly.	<ul style="list-style-type: none">• To do their best and enable others learn.• To treat others with consideration and respect.• To listen and follow instructions from teachers and other staff, asking for help if needed.• To support and encourage each other.• To take responsibility for their own actions and choices.• To care for and take pride in the environment of the school.• To sort out difficulties appropriately seeking adult help if needed.

Staff

Rights	Responsibilities
<ul style="list-style-type: none">• To be treated respectfully by pupils, parents and colleagues.• To be able to teach without unnecessary interruption.• To work in a supportive and understanding environment.• To feel safe.	<ul style="list-style-type: none">• To create a safe and stimulating environment in which all children can learn.• To treat pupils with consistency and respect at all times.• To foster good relationships, leading by example.• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.• To work as a team, supporting and encouraging each other.

Parents

Rights	Responsibilities
<ul style="list-style-type: none">• To be sure their children are treated fairly and with respect.• To know their children are safe.• To be able to raise concerns with staff and be told when their child is experiencing difficulties.	<ul style="list-style-type: none">• Work with the school to promote safe behaviour and challenge unsafe behaviour and to uphold the principles of this policy.• Ensure children attend school regularly and on time.• Be aware of the strategies of the school and reinforce these at home.• Promote safe behaviour, politeness, courtesy and consideration for others.• Inform the school of any concerns that may affect the behaviour of their child.

Rewards

We recognise safe behaviour, effort and achievement, rewarding those that demonstrate over and above in the following ways:

- Verbal praise
- Postcards home
- Headteacher stickers
- 'Best work'
- Merit certificates (presented in Celebration Worship)
- 'Proud Cloud'/'In the Spotlight'
- Positive phone calls home
- House points

We teach positive behaviour for learning through:

- School Values
- Use of recognition boards
- Referencing the three expectations (**Be Ready, Be Respectful and Be Safe**) during registration, in lessons, and at social times (break and lunch)
- Scripted conversations
- Restorative conversations
- Modelling safe behaviour on a daily basis (visible adult consistencies)

Visible adult consistencies

We will establish a limited number of visible consistencies across the school from Nursery to Year 6. It is our belief that these visible consistencies contribute to cultivating a visible culture of safe conduct and will produce learners who feel safe and are respectful and feel ready to learn.

- **Meet and Greet:** When you visit our school you will notice our 'Meet and Greet' at the beginning and end of the day. A small kindness creating an opportunity for a little attention to be paid to each and every child before learning begins and as we send them home. This not only affords us the opportunity to notice and attend to subtle changes in the children, but it also helps establish and strengthen a culture where respect is modelled, children are helped to be ready and each day starts and ends with everyone feeling noticed, cared for and safe.
- **Calm, consistent and fair:** Before we can try to support a child's behaviour, we must first be in control of our own behaviour. All adults in school will endeavour to use safe and consistent language so that all children know what is expected of them. Calm, consistent adult behaviour must be shown for this approach to work.
- **First attention for best conduct:** Exceptional behaviour will be monitored and rewarded through a positive recognition system by all staff.

De-Escalation

De-escalation of unsafe pupil behaviour by staff avoids low level behaviours escalating and becoming more serious. When children are behaving in a way that is unsafe, staff are encouraged to use a range of strategies to support so that the child can get back on track without giving attention to the unsafe behaviour.

If a range of strategies, such as those described above, have been implemented and have not had the required effect, staff should get alongside the pupil and deliver a "script". Staff will create a script that they feel comfortable with. An example of this can be seen in the Behaviour Blueprint (Appendix 1)

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

When children have been given the support and opportunities to make safer choices, but do not modify their behaviour, staff will use the agreed consequences.

Behaviour Pathway

Staff will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.

1. **Reminder**
2. **Caution**
3. **Final Warning**
4. **Reflection Time (Time out)**
5. **Meeting with parents and SLT**
6. **Internal Exclusion**
7. **Fixed Short Term Exclusion**
8. **Fixed Long Term Exclusion**
9. **Permanent Exclusion**



	Steps	Actions
1	Reminder (in private if possible)	A reminder of the three rules: Be ready, be respectful, be safe. <i>I noticed you chose to (noticed behaviour). This is a REMINDER that we need to be (Ready, Respectful, Safe). You now have the chance to make a safer choice. Thank you for listening. (Give child take up time and do not respond)</i>

2	Caution (in private if possible)	Make the child aware of their behaviour and clearly outline what the consequences will be if they continue.
3	Final warning (in private if possible)	<p>Offer a positive choice and refer to previous examples of good behaviour. Use 30 second intervention:</p> <p><i>I noticed you chose to (noticed behaviour). This is the third time I have spoken to you. You need to speak to me for two minutes after the lesson.</i></p> <p><i>If you choose to break the rules again you leave me no choice but to ask you to move to...../ go to the quiet area / peace corner (learner's name)</i></p> <p><i>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you.</i></p> <p><i>Think carefully. I know that you can make safer choices.</i></p> <p><i>Thank you for listening. (Give child take up time and do not respond)</i></p>
4	Time out (reflection) *teachers may think it more appropriate (depending on the behaviours being displayed) that the time out needs to happen in another classroom/designated area.	<p>Child invited to go to designated area of classroom (peace corner): 'would you like to move to the peace corner to regulate?' or choose somewhere else they can remove themselves to using 'I need you to come away from... and move to...)</p> <p>5-10 minutes sitting alone in order to reflect, self-regulate, help themselves to feel calmer etc without causing disturbance. *N.B. Many children will respond better to being invited to sit close to the adult to reflect/ regulate.</p> <p>Child to complete an appropriate task depending on the situation e.g. sitting to feel calmer, continuing with work etc</p> <p>Record on SIMS</p>
5	Repair	This might be a quick chat at breaktime or a more formal meeting. Use reflection sheet (see Appendix 2) to help structure the conversation.

For repeated behaviours:

- Discussion with SLT and/or SENDCo
- Begin to closely monitor behaviour/incidents to identify areas of concern / possible causes/ appropriate targets.
- Parents contacted by teacher to inform them that behaviour is a cause for concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Referral to multi agencies i.e. SEMH/Ed Psych etc.
- Record on SIMS

Fixed-term and permanent exclusions

Only the Executive Headteacher, and in his/her absence the Deputy Headteacher, has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil, for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The Executive Headteacher will always consider the seriousness of an incident when considering exclusion. In usual circumstances, the Executive Headteacher will discuss the incident with the pupil, entering details and actions into an incident log, at the time. If there should be a repeat of the same type of incident within the next three weeks, parents will be consulted along with the child and a warning given that a repeat offence may result in fixed-term exclusion. If the Executive Headteacher excludes a pupil, the parents are informed immediately given the reasons why the exclusion has been made. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the local authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any 1 term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body has an appeals committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

The appeals panel of the governing body may only consider reinstating the pupil if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term;
- it would result in a pupil missing a public examination or national curriculum test.

If the governors' appeal panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

St Alphege CE Schools Behaviour Blueprint			
Rules	Visible Adult Consistencies	Over and Above Recognition	Relentless Routines
<p>1. Be ready: I will help myself and others to learn.</p> <p>2. Be respectful: I will be respectful to pupils and staff, the school building, and equipment.</p> <p>3. Be safe: 'We all have the right to feel safe all the time.' (PB Theme 1)</p>	<p>1. Daily meet and greet.</p> <p>2. Be calm, consistent and fair.</p> <p>3. First attention for best conduct.</p>	<p>1. In class recognition boards (Proud Clouds).</p> <p>2. Certificates/postcards home.</p> <p>3. House points.</p> <p>4. Headteacher sticker (Hot Choc Friday?)</p>	<p>1. Fantastic walking.</p> <p>2. Lovely lines.</p> <p>3. Language of Safety.</p>
<p align="center">Stepped sanctions</p> <p>Gentle approach, child's name, eye contact (if it feels safe for the child), deliver message, give space.</p>			<p align="center">Restorative conversations (Refer to 'Feelings, Thoughts, Behaviour sheet')</p>
<p>1. <u>Reminder</u> (reinforce 3 rules <u>privately</u> if possible): I noticed you chose to (noticed behaviour). This is a REMINDER that we need to Be (Ready, Respectful, Safe). You now have the chance to make a safer choice. Thank you for listening. (Give child reflection time and do not respond to any further comments)</p>			<p>1. What happened/ What is happening/ What is going to happen?</p>
<p>2. <u>Final Warning:</u> I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to move to...../ go to the peace corner (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make safer choices. Thank you for listening. (Give child reflection time and do not respond to any further comments)</p>			<p>2. How are you feeling?</p> <p>3. What are you thinking?</p> <p>4. What could you do? What choices do you have?</p>
<p><u>Reflection Time</u></p> <p>3. In classroom (peace corner)</p> <p>4. In another class</p> <p>5. Somewhere else</p> <p>I noticed you chose to (noticed behaviour).</p> <p>3. You need to...(describe appropriate place in classroom e.g. peace corner). I will come and speak to you in two minutes.</p> <p>4. You need to.....(tell child which classroom you need them to go to). I will come and speak to you at the end of the lesson.</p> <p>5. You need to.....(tell the child who you will contact and where they will go e.g. The Sunshine Room/Headteacher's office). I will come and speak to you at the end of the lesson/ next break/ end of the day.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>			<p>5. What is the likely effect of this?</p> <p>6. What have you decided is the safest thing to do first is?</p>
<p>PLAYGROUND SANCTION I need you to:</p> <p>1. Sit on the bench</p> <p>3. Go inside to..... I will come and speak with you in two minutes.</p>			
<p>FOLLOW UP, REPAIR AND RESTORE (see restorative conversations)</p> <p>Use the restorative questions to follow up the incident, repair relationships and enable the pupil to learn what to do next time.</p>			