Behaviour Policy

Policy Review	
Review Schedule	Annually
Implementation Date	Autumn 2026
Date of Next Review	Autumn 2027

Victorious Academies Trust

Success in education

Aldwyn Primary School

Behaviour Policy

INTRODUCTION

The Importance of the school behaviour policy:

The positive behaviour approach is the foundation for an effective learning and teaching environment in which all members of the school community can feel respected, safe and secure. The school behaviour policy reflects how the school values and includes all the people in it.

PURPOSE

The document explains how staff will promote positive behaviour in school. This will be shown through:

- Pupils having a positive approach to work.
- Pupils valuing their own achievements and the achievements of others.
- Pupils developing a caring attitude towards each other.
- Pupils learning self-respect and to respect others.
- Pupils displaying good behaviour in and out of school.

OUR POSITIVE APPROACH TO GOOD BEHAVIOUR

In order to promote good behaviour, we have adopted positive approaches to behaviour management. It is based on the following principles.

- Clearly defined values which are known by all (pupils, staff and parents).
- Positive behaviour will bring rewards.
- Inappropriate behaviour will result in sanctions

We have high expectations of all the pupils at Aldwyn and will work as a team to promote this positive behaviour.

OUR VALUES

We have simple values which are frequently shared with the pupils and parents and is displayed prominently around school. Our Values state that we will:

- Care for people and property
- Value others at all times
- Always listen, think and follow instructions
- Be helpful, kind and polite
- Enjoy and achieve in all our work

GENERAL AIMS

At Aldwyn we aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. We aim to listen to all children and discuss issues before sanctions are put in place. It is important that the cause of inappropriate behaviour is investigated and that plans are made to meet individual needs.

We encourage children to be polite, well mannered, and helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Aldwyn Primary School and to feel that it is a place where they are safe to learn without disruption.

It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated. From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour.

The general standard of behaviour at Aldwyn is the collective responsibility of the whole staff. Every time a child displays unacceptable behaviour it must be challenged, or it will be seen as being condoned. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils are able to give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible. We aim to emphasise the positive rather than criticise.

We encourage all members of staff to praise in a number of ways:

- A quiet word of encouragement
- A positive written comment on a piece of work
- Reward stickers
- A visit to another member of staff, or the Headteacher to show work or receive praise
- Praise in front of the group, class or whole school
- Acknowledgment by presentation at a Friday Celebration Assembly
- Giving a special privilege
- Display of work
- Inviting parents / carers in to share good work
- A letter home to parents / carers informing them of some action or achievement deserving praise.

Our Friday Celebration Assemblies publicly recognise good behaviour.

The Headteacher visits classrooms every day to check on behaviour and to check that all children feel safe and happy.

When we do have to speak to children about negative behaviour choices we attempt to be constructive by giving advice on how to improve. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work we will set the standards that we all wish to see throughout the school.

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter discussed.

POSITIVE BEHAVIOUR SYSTEM

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community.

Aldwyn Primary School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make and staff strive to be good role models
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- We all make mistakes sometime and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

All staff will always:

- Do their best to deal with situations as calmly as possible
- Consistently carry out any sanctions that have had to be made
- Make it clear that we like a child but we might not like a behaviour choice they have made

At Aldwyn, staff are encouraged to use a Relational Inclusion approach which encompasses the following principles:

- We believe that if a child could do better, they would.
- Relationships, relationships, relationships.
- We accept all emotions but not all behaviours.
- We identify and address the cause not the symptoms.
- We foster a culture of compassion and care.

Throughout school children have access to an age-appropriate Regulation Station that children are able to access if they become dysregulated to allow them time and space to regulate themselves. Children may need support to co-regulate or they may be able to self-regulate.

A change in the language that is used in school helps to enable the approach to be embedded and all members of the school community are encouraged to use the following language consistently:

Dysregulation
When a student is in crisis and are struggling to manage their emotions *Emotional dysregulation is a poor ability to manage emotional responses or keep them within an acceptable range of typical emotional reactions.* *(e.g. sadness, anger, irritability and frustration.)*
Co-regulation
When an adult helps a student to manage their emotions *Warm and responsive interactions that provide the support, coaching and modelling children need to understand, express and modulate their thoughts, feelings and behaviours.*
Self-regulation
When a student can manage their own emotional responses *Conscious personal management allowing someone to guide and manage their own thoughts, behaviours and feelings.*
Window of tolerance
The zone in which a person can function most effectively *The zone where intense emotional arousal can be processed in a healthy way allowing you to function and react to stress or anxiety effectively.*

POSITIVE BEHAVIOUR STRATEGY

Throughout school, The School Values, The Choices and Consequences and the Tower of Needs Posters displayed prominently.

The children are taught about Choices and Consequences.

The Tower of Needs is referred to in class and assemblies and describes the building blocks required for people to learn and be the best that they can be.

Class Dojo

In KS1 and KS2 Class Dojo's are allocated for children who are following the school values. As children collect Dojo's they will be recognised for their achievements through small rewards including a letter home from their teacher, a special pencil awarded in assembly, a letter home from the head teacher and certificates in assembly.

PEER SUPPORT

We expect children to make good choices and older children to set a good example to younger ones. We expect children to not support any misbehaviour of their peers. We expect and encourage children to tell an adult of misbehaviour. If two people are having a disagreement, children must not join in. They must ask an adult for help if they judge that the disagreement is becoming serious. Our older children can choose to become Peer Mediators or Junior Play Leaders. They receive comprehensive training and have an adult on hand to refer to at all times.

CELEBRATION ASSEMBLY

All staff encourage and praise pupils for the effort they put into their work in and out of school. On a weekly basis during Celebration Assembly the school joins together to share in the success of individuals or groups who have worked particularly well that week. Star of the week awards are presented by teachers and teaching assistants to pupils or group of pupils to recognise their success within school and are presented at the achievement assembly. We also celebrate achievements from activities at afterschool clubs and clubs attended from home.

LUNCHTIMES AND PLAYTIMES

Pupils are expected to follow School Values on the playground.

Our TAs, Junior Play Leaders and Peer Mediators work over lunchtime and support children to make good playing choices, remind children to use calming strategies if necessary, set up games for groups of children outside.

Persistent inappropriate behaviour may result in differentiated support for individual children over the lunchtime period.

SCHOOL TRIPS & EVENTS

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour is consistently unacceptable prior to a planned trip, then they will not be permitted to participate in the trip. The school reserves the right to withdraw any pupil from a trip at any time if they demonstrate behaviour which does not reflect Aldwyn Values.

BEFORE AND AFTER SCHOOL

The children are representative of the school and should follow the school's Values at all times.

SUPPORT SYSTEMS FOR PUPILS

Pupils and their families are able to access extra support.

This may include:

- Parent/carer consultations and family sessions
- One to one, group and family support
- Use of Getting it Right cards to help children set and monitor their own learning and behaviour targets
- If progress is not made at a sufficient rate or involves the school in using an unsustainable amount of its own resources, parents will be asked to consent to the school making referral to the Pupil Support Service and /or the educational psychologist. All involved will then draw

up an appropriate action plan for the pupil which may involve the SEMH team (Social, Emotional, Mental Health) being requested to participate in the intervention.
- Children may be able to access the support of the Off the Record counsellor or the Education Mental Health Practitioner
- Support within the family home may be requested by completing an Early Help Assessment. It is then possible that the Early Help Team will attend school meetings and work with school and families.

PARENTAL SUPPORT

Parents can support the school by ensuring they:

- Encourage and praise good behaviour
- Talk to the staff if they think their child has a problem
- Work with school to promote positive behaviour through the use of the school's Values and in some cases child specific values.

BULLYING

As a school we take bullying and its impact seriously. Pupils and parents should be assured that all known incidents of bullying will be responded to. Bullying will not be tolerated. The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this as it is entirely contrary to our values and principles. (See our Anti Bullying policy)

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or a group of people.
A useful way to remember bullying is **SEVERAL TIMES ON PURPOSE**

Bullying can be:

- Physical: e.g. kicking, hitting and damaging their belongings.
- Verbal: e.g. name calling, threats and making offensive remarks.
- Indirect: e.g. spreading nasty stories about someone, gossiping and leaving someone out from social groups like games.
- Cyber: sending nasty emails, online messages, texts or making nasty phone calls.

Bullying can be about: Race, ethnicity, religion or belief Sexist bullying, e.g saying that they are acting 'like a boy' or 'like a girl' Special educational needs or disability What someone looks like Where somebody lives

RACISM

A racist incident is any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry)
What is racism?
Racism is defined above but may include the following behaviour or actions:

- Incitement of others to behave in a racist way such as bringing racist leaflets, magazines or computer software into school
- Physical assault against a person or group because of colour, race and/or ethnicity
- Verbal abuse and threats
- Derogatory name-calling, insults, racist jokes and language

- Racist graffiti – wearing racist badges or insignia and other provocative behaviour
- Racist comments during lessons
- Attempts to recruit other pupils to racist organisations and groups
- Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect
- Ridiculing someone because of their cultural differences
- Incidents may not involve a direct victim, and these are described as 'victimless'. This is where, for example, a pupil makes derogatory comments about a particular racial group but there are no members of that group in the classroom.

Aldwyn Primary School takes racist incidents seriously. When racism is reported it is dealt with quickly in an appropriate manner. All racist incidents will be logged in accordance with policy. The incident will be discussed with the perpetrator and their parents will be informed. The victim will be offered support. The behaviour of the perpetrator will be monitored. Specific teaching beyond the school PSHE curriculum may be appropriate.

MONITORING AND EVALUATING

The Headteacher will monitor the effectiveness of this policy regularly and will report to the governing body. The governing body have the responsibility to monitor exclusions and to ensure that the schools policy is administered consistently and fairly.

The school keeps a variety of records of incidents of misbehaviour, these include:

- Records of concerns and incidents brought to the Senior Leadership Team on a daily/weekly basis
- Records of serious incidents
- Behaviour scripts or action plans for individual pupils
- Incidents when a person has been injured by a pupil
- Homophobic incidents
- Incidents where a child has had to be restrained by a member of staff.
- Any internal isolations, fixed term or permanent exclusions are recorded and are kept by the Headteacher.
- Racial incidents are recorded and are also reported to the local authority.

EQUAL OPPORTUNITIES

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent and non-judgemental way.

SANCTIONS

We believe that poor behaviour choices will be minimised when expectations are clear and where other children are behaving well and encouraged/rewarded for doing so. This will also apply where class rules are internalised and acted upon by consistency in reinforcing them. Good classroom teaching and management, good classroom organisation and relevant differentiated learning tasks set will reduce the need for sanctions. Staff should make use of a range of strategies to focus pupils e.g. proximity praise, humour, verbal praise, instant rewards, distractions, time out area. The key is knowing the children. All staff need to remain calm if difficult situations arise and sometimes need to be aware of own emotions.

Staff will seek advice from their colleagues regarding specific strategies required for certain children. These details will be passed on at transition to new year groups and shared with all staff including lunchtime welfare assistants.

At the discretion of the teacher, occasional playtimes may be missed to complete work and if so children are to be supervised by the teacher making the decision. This will not be recorded as time out for Reflection.
We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

CONSEQUENCES FOR NOT FOLLOWING THE SCHOOL VALUES

When a child chooses to break one or more of the **School Values** or affects their learning or the safety of other pupils e.g.

- **making a person feel bad about themselves**
- **damaging school property, shouting or pushing**
- **ignoring instructions, talking in assembly or when asked to listen in class**
- **being rude or disrespectful**
- **refusing to work**

In EYFS a record of the action is made and the 'time out' is immediate (e.g. 3 yrs =3 mins, 4 yrs =4 mins, 5yrs = 5 minutes).
In KS1 and KS2 adults in school are asked to complete a behaviour sheet indicating the inappropriate behaviour choice and this information sheet will be sent to Reflection.

The pupils will be asked to spend their time there briefly recording the reason they are there on the reverse of the behaviour sheet and thinking about making more appropriate choices. They are supervised by a member of staff and will be supported, if necessary to record their thoughts. Children do not miss the opportunity to have a drink or to eat their break time fruit.

Any child making inappropriate behaviour choices at break time may be sent to 'Reflection' to reflect on their actions. This will also be recorded on a behaviour incident sheet.

Following this if the child is given two more Reflections, the parents or carers will be contacted by a letter from the Senior Leadership team and will be asked to come into school to discuss further strategies to enable the pupil to make changes to their behaviour.

CONSEQUENCES FOR DISRUPTING TEACHING AND LEARNING

This procedure is followed if the behaviour of a pupil prevents teachers from teaching and pupils from learning. If a pupil chooses to disrupt a lesson:

- they are given a verbal warning
- on the next occasion, their name is written on a post-it kept on the teachers desk.
- subsequent inappropriate behaviour leads to a cross being put against their name on the post-it and they are asked to sit at a different table
- if further inappropriate behaviour choices are made, a second cross is put by their name, they are asked to work in a different class and a behaviour sheet is completed.
- This behaviour sheet signifies an automatic 'Reflection'.

If the child has to be sent out two more times the parents or carers will be contacted by a letter from the class teacher and will be asked to come into school to discuss further strategies to enable the pupil to make changes to their behaviour.

UNACCEPTABLE BEHAVIOUR

- bullying behaviour
- fighting
- racist or homophobic comments or actions
- serious challenge to authority
- verbal abuse to another person
- impulsive injury to another person
- malicious physical assault on another person

The Headteacher has the responsibility for giving consequences to any pupil for unacceptable behaviour. Records will show the time between instances of unacceptable behaviour and this will be taken into account when determining the consequence. Parents/carers will be contacted by letter or phone.
Depending on the seriousness of the incident one or more consequences may be bypassed.

- Miss morning and/or dinner break
- Miss dinner break and kept isolated from the class in the afternoon
- Planned isolation from the Class for the following day
- Fixed Term Exclusion from school for one, two or three days
- Fixed Term Exclusion for five days
- Consultation with School Governors and Victorious Trust leading to Permanent Exclusion from school

The Headteacher may permanently exclude a child for repeated or very serious acts of unacceptable behaviour. This action will only be taken after the school governors have been notified.

RARE CIRCUMSTANCES.

If a child runs out of class we will establish where he/she has gone. Staff must not run after them but will send a message to the Headteacher, Deputy Headteacher or a member of SLT.

The child must be kept in view but not immediately cajoled or provoked to leave the place they have chosen to go to. They may be able to calm themselves down given some time and space. The aim is for them to return to class.

If a child leaves the school premises parents/carers will be contacted immediately.
If the parent/carers are not at home the police will be informed that a pupil has left school and is at risk.

PHYSICAL RESTRAINT

All members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging school property, and to maintain a safe environment in school.
Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is

necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Staff training via 'TEAM TEACH' is provided for key staff every 3 years.

After an instance of physical intervention, the pupil will be escorted to a safe location, with the Headteacher, or member of the Senior Leadership Team joining the pupil as soon as possible, if they had not already done so. The pupil's parents/carers will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

RESTORATIVE CONVERSATIONS

Following serious behaviour incidents pupils, parents and the staff member involved will meet together with a member of the leadership team to carry out a restorative conversation before they return to the classroom.

Equality

This policy is linked to our Equality Policy.

We aim to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not.

At Aldwyn Primary School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief – including lack of belief
- Sex
- Sexual orientation