



ALDERBURY AND WEST GRIMSTEAD SCHOOL BEHAVIOUR POLICY

June 2024

Introduction

Children at Alderbury & West Grimstead School should have the opportunity to develop self-discipline, to think about the feelings of other children and adults and to care for their environment.

This will mean that our children will:

- treat other children and adults with kindness, in a friendly and courteous way;
- behave in a quiet and orderly way in school;
- respect the importance of undisturbed learning;
- look after their own belongings;
- respect the school's and others' property;
- behave safely and sensibly;
- be involved in the development of school and classroom rules;
- develop strategies for dealing with arguments and disagreements;
- be confident to ask for adult help which is fair and consistent.

This will be achieved by ensuring that:

- expectations are clearly understood by all;
- time is committed to Personal, Social, Health Education and Citizenship (PSHEC);
- effort and achievement are recognised.
- Issues are resolved as near to the time of the incident as possible.

The following procedure is a starting point for improving behaviour within the School, and for acknowledging good behaviour. As a Christian Voluntary Aided School it is our aim to have children who make positive behaviour choices because they understand that it is right to do so in accordance with Christian principles, values and beliefs and the school values and standards.

School Rules & Values:

The school rules and values guide the behaviour of all members of the school community.

1. Respect for people
2. Respect for property

- Respect
- Kindness
- Justice

We encourage all pupils and staff to apply these principles to everything they do, and report on them to parents as part of the annual reporting cycle.

Recognition of Good Behaviour

Recognising the positive choices made by children is central to the success of our behavioural policy. We hope to raise children's self-esteem through the regular and consistent use of the following which are detailed below, praise, privileges, trust, collective worship, incentives for good work and behaviour and the book of excellence.

Praise

We acknowledge the importance to children of having the positive attention of adults. Good behaviour will therefore be rewarded by:

- an approving nod or smile;
- a quiet word of praise;
- moving up on the in class peg chart;
- praise in class or Collective Worship;
- team points, stickers and certificates.

Privileges

These may be awarded to individuals, groups or classes and include:

- choice of a game or activity for the class.

Trust

In forming trusting relationships, we encourage children to:

- be a monitor or messenger;
- be a helper;
- use the quiet area responsibly
- use library and studio areas sensibly
- represent the school at public displays or sports events

Collective Worship and Assemblies

Once a week there will be Special Celebration Worship. These will be occasions when children's achievements in and out of school, their work and their good behaviour will be acknowledged and praised.

Recognition of the school values within our school community

Every other week Values Worship is incorporated into Celebration Worship. Here, we recognise those children who have demonstrated one of the school values. At the end of year 6 three children who have most exhibited one of the three values is also presented with a prize as their role and contribution to our school life is celebrated.

Incentives for good work and behaviour

Stickers and stamps will be given out to children who demonstrate good work, particular acts of kindness, politeness, helpfulness, or other services to the school community. Certificates will be awarded in Celebration Worship for those children making it into the Excellence Book each week. We hope that when children take these home, parents will talk to them about their good work and behaviour, and show their approval.

Children will collect team points. These will recognise good work, good behaviour and effort. Children in KS1 & Lower KS2 will collect team point tokens for each stage above "Ready to Learn" that they achieve on the in class peg chart. In Upper KS2, the peg chart may not be needed, but children will still collect Team Points. These will be recorded on their Team Point Charts and can be traded for a certificate from the Headteacher once they are completed. These certificates will be awarded in front of the whole school.

All staff may use additional stickers to encourage children by acknowledging good work or behaviour.

Book of Excellence

Children who have improved their work, worked diligently, contributed to whole class learning in a positive manner, shown a positive attitude to their own learning or achieved high standards will have their names in the Book of Excellence and be congratulated by the Headteacher.

What will happen when children misbehave?

We believe that rewards will outnumber sanctions, but that it is important for pupils, parents and staff members to have a clear idea of what sanctions will follow misbehaviour or unacceptable behaviour. Staff will be alert to potentially difficult situations, use agreed measures and plan to avert such occurrences in order to ensure all children learn in a positive and calm environment.

Discouraging Inappropriate Behaviour

| | | |
|-------------------|--------|---|
| First Incident | Step 1 | Verbal warning. |
| Further Incidents | Step 2 | Child is given a Yellow 'Warning' Card. This will be logged on SIMS and will result in a 5 min loss of free time. |
| | Step 3 | Child is given a Red Card. This will be logged on SIMS and indicates a loss of 10 minutes of free time by sitting outside the staff room monitored by the class teacher or remaining with the class teacher in the classroom. |
| | Step 4 | Two Red Cards will result in the pupil being seen by the Headteacher. |
| | Step 5 | If 3 Red Cards are given in a week then the Headteacher will meet with the parents and pupil to form an agreed action plan which will be reviewed at an agreed date. |

The Headteacher may use additional strategies and sanctions, as appropriate to the situation and the needs of the child. This may include, but is not limited to:

- Placing the pupil in another class for a fixed period of time
- Placing the pupil on good behaviour report
- Formal detention, which may be during the school day or after school hours (parents informed as per legal requirements)
- Reducing, or otherwise modifying, the pupil's timetable
- Directing the pupil to work under the direct supervision of a Senior Member of Staff in their classroom (internal inclusion) or the Headteacher (internal exclusion)
- Directing the pupil to take their breaks away from their peers
- Fixed Term Suspension or Permanent Exclusion (under statutory guidance, this is not a last resort, but could be used following a single incident of sufficient seriousness to merit this ultimate sanction).

Children who repeatedly fail to respond to the above steps and the agreed plan in place will be given the opportunity to select a member of staff to act as a mentor. The child and mentor will work together to devise a programme for improving their behaviour.

Children who do not respond to these school procedures will, in consultation with parents, be given an IBP (Individual Behaviour Plan) which will place them on the Register for Special Educational Needs and Disabilities. If necessary, outside agencies may be consulted.

Physical Aggression/Fighting

This will not be tolerated in school – even play fighting often gets out of control and leads to someone actually being hurt. Children should not encourage/watch fights (real or play fights) as a means to solving a dispute.

In any case where a child's behaviour has resulted in another child being physically hurt or really distressed, the school will inform the parents of both children, either in person or by telephone. In the case of a child instigating physical aggression but not directly being involved, the parents will also be notified. Physical aggression will result in direct contact with parents by the school and a sanction will be put in place for the children involved. This will usually involve being separated from their class to work separately (KS1) or in another classroom (KS2) for the next session or part session of the day.

Reasonable Force

Staff have the power to use 'reasonable force' and therefore some of our staff have been trained in Team Teach, which is a way to deescalate dangerous situations and safely manoeuvre children if necessary. It is about minimum force and maximum care and will only be used after careful consideration of the situation, but is usually to prevent a child from harming him/herself and is in that child's best interests, as well as to protect others from being harmed. It is proportionate, reasonable and necessary. Force is NEVER used as a punishment.

Team Teach techniques seek to avoid injury to the children but it is possible that bruising or scratching may occur accidentally. These are not a failure of a professional technique but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Children for whom the use of Team Teach is a regular occurrence will have a Behaviour Plan and a Positive Handling Plan, which parents would be informed of.

Bullying (see also the anti-bullying policy)

Bullying is something done to a child by another that results in them being hurt emotionally or physically on a regular basis – one off incidents of falling out and ‘being mean’ do not constitute bullying. We use the NSPCC definition of bullying ‘STOP’ which means: ‘Several Times On Purpose’. Please reflect on this definition before accusing someone of ‘bullying’ and encourage your child to use the term only in its true sense.

Dealing with Bullying

We believe it is important to identify and respond swiftly to bullying as it creates much unhappiness amongst children and affects their ability to learn. Children who observe unchallenged bullying may copy this anti-social behaviour. There is a The prevention of bullying is given a high priority within the school with a clear commitment to its control from all staff and the governors. Parental support is asked for in identifying and dealing with cases of bullying. It is within the school’s curriculum to raise awareness of and to challenge attitudes about bullying behaviour, increasing the understanding for bullied children and to help build on anti-bullying ethos in the school.

Is Bullying a Safeguarding Issue?

The significant impact of bullying on an individual, should not be underestimated. Under “Keeping Children Safe in Education” guidance, bullying is categorised under Child on Child abuse. Our Safeguarding policy, outlines how we deal with issues of child on child abuse. All child on child abuse is unacceptable and will be taken seriously. Consequently, once the behaviour has been determined to be abusive, child on child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child on child abuse, will be supported through the school’s pastoral system and the support will be regularly reviewed.

E-Safety and Smart Technology

Pupils are not permitted to bring their own Mobile Phones or “Smart” devices to school. Pupils should make use of school-owned technology in accordance with the school’s E-Safety Policy and “Acceptable Use” Policy. Where pupils are using their own devices outside of school to engage in Child on Child Abuse, the school will deal with this as a safeguarding issue, as outlined above.

After School Clubs

Good behaviour is expected at after school clubs, with both staff and external coaches. If a child’s behaviour is repeatedly poor, parents will be informed and the child may have to miss the following session, even if this a club that has been paid for. In this instance, there will be no refund.

SEND

Children with any identified issues and/or disabilities will have an individual behaviour plan if their SEN has a legitimate effect on their behaviour, in line with the Equalities Act 2010. This may mean that different sanctions are in place and the perception may be that some children are treated differently. This may be the case, as children with specific problems may not be discriminated against if their actions are a result of their condition. (For example, a child with Tourettes, who may swear randomly, would not be reprimanded in the same way as a child who does not have Tourettes but who chooses to use inappropriate language in school.)

Parental Behaviour

We believe that children learn behaviour from the adults around them, who they see as role models, therefore it is important that we (staff and parents) always behave in a respectful, appropriate manner. Parents are politely requested to refer to staff using their professional title, not their first names.

Please note that all staff (Office staff, who are often your first port of call, teachers, teaching assistants, MDSAs) should be treated with respect at all times. The Governors will not tolerate any verbal abuse towards any member of staff by parents/carers. This could include aggressive behaviour such as swearing, shouting, standing in personal space, intimidating and/or gesticulating at a member of staff. In the rare event of this occurring, the School reserves the right to bar parents from the site. In the event of any physical assault, parents will be automatically barred from the site and the police will be informed.

Parents should be aware that any defamatory remarks made on any social media site where a member of staff is named, or the school is called in to disrepute may result in the police being informed.

Outcomes

It is expected that children will take positive actions to express their remorse for not making good behaviour choices to whoever is concerned whether it is an adult or pupil.

We expect parents to support sanctions and for them to discuss with their child why they have had a yellow or red card and missed playtime. Please be mindful that if a child has been given a sanction for talking in class, this means that they have disrupted the learning of the whole class at least twice in a lesson, which is not acceptable.

Serious Misbehaviour

1. Deliberate violence or damage.
2. Blatant rudeness.
3. Outright refusal to cooperate.
4. Theft.
5. Substance Abuse
6. Bringing dangerous or illegal items onto school premises*
7. Persistent bullying (refer to 'Bullying Policy')

Each of these misbehaviours will result in the child being seen by the Headteacher or Senior teacher immediately, who will consult with the parents and decide on the most appropriate course of action.

Staff Communication

All staff will need to know of any special circumstances that may affect a child's behaviour. They should also be made aware of any children whose persistent poor behaviour is being monitored. This is communicated through staff meetings and LSA meetings.

Adults as Role Models

All members of staff, visitors to the school, parents and guests expect to be treated with respect and in turn will speak to children and other adults respectfully. Staff will listen to both sides of any argument between children and do their best to make a fair response. A non-confrontational approach to discipline will usually be most effective. Raised voices will be needed rarely and even when a loud voice is used to gain attention, the tone of voice should then be lowered in order to get the desired message across in a professional way.

Dress Code

Members of staff dress in a professional way in clothes that are appropriate for the occasion, including PE.

Collective Worship

All staff will encourage a quiet, peaceful atmosphere at the start of collective worship. Children are expected to line up in silence, walk up the corridor in silence and enter the hall in silence ready to listen to

the introductory music. Staff will avoid talking to each other during this time and will communicate instructions to children entering the hall with whispers and non-verbal signs where possible.

Punctuality and Preparedness

We must insist that children are on time for the start of a session. Staff will set a good example by being in the classrooms and prepared in advance of the teaching session. The teaching sessions begin formally at 8:55 for registration (lesson begins by 9:00), 10:45 (following playtime) and 13:00 (following lunch).

Related Policies

Exclusion Policy

Bullying Policy

Monitoring and Review

Review will take place in line with the School Improvement Plan.

*National Guidance <https://www.gov.uk/government/publications/searching-screening-and-confiscation> is followed in the the case of needing to conduct a search. Paragraph 3 of the document, outlines items with are banned in all schools and for which a search can be made as:

- knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:tobacco and cigarette papers;fireworks; and pornographic images.

Further details are available in Appendix 2

Appendix 1 - Classroom Rights and Responsibilities

| We have the right to: | We have the responsibility to: |
|--|---|
| be safe. | not run in the classroom, use equipment safely, sit properly on our chair, report any unsafe actions. |
| learn. | let others concentrate by working quietly, staying in our place, putting our hand up to ask and answer questions, not fidgeting, calling out or answering back. |
| work with others. | share equipment, take turns and help others when asked. |
| express ourselves and be heard. | listen to others when it is their turn to speak. |
| receive help. | put our hand up and wait quietly for our turn. |
| have some free time. | complete our work. |

Dining Hall Rights and Responsibilities

| We have the right to: | We have the responsibility to: |
|--|--|
| be safe. | take care to walk carefully around the dining hall, carry our food with care, clear up anything that is spilt straight away, sit properly on our chairs. |
| eat in a friendly atmosphere. | be kind, don't tease anyone or say unkind things. |
| talk with my friends. | talk quietly so we can all hear and put my hand up and wait quietly if I need something. |
| have somewhere nice and clean to eat. | pick up or wipe up any food or rubbish on the table or floor before we leave and put unwanted food in our lunchbox. |
| enjoy the meal. | have good table manners, eat with our mouths closed, use a knife, fork and spoon, put our hands up and wait to be told we can leave. |

Playground Rights and Responsibilities

| We have the right to: | We have the responsibility to: |
|---|---|
| be safe. | play gently, taking care to keep our hands and our feet to ourselves. |
| have personal space to play in. | play in the right places, taking care not to knock anyone over. |
| be talked to kindly. | not to say unkind things or tease and to be polite to all the adults who help us at lunchtimes. |
| have somewhere nice and clean to play. | to put our fruit waste in the bin and the toys away. |
| have clean equipment to play with. | look after our equipment. |
| play with others. | be friendly and invite others to play with us. |
| be treated with respect. | treat others as we would like to be treated. |

Appendix 2: Prohibited Items and Searching Policy

Prohibited Items

There is a broad range of items which if brought into a school setting or in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including pupils, staff or visitors to the school.

PROHIBITED ITEMS are items not to be brought into school by children, nor any other person affiliated with the School.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks
- pornographic images.
- E-cigarettes
- Electronic devices (unless authorised)
- Mobile phones (within in school hours)
- Cameras and other recording devices (including smart watches with recording options)

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and authorised staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules² identify as an item which may be searched for.

Searching with consent

Any member of staff will have the authority to search pupils for any item, if the pupil consents. Formal written consent will not be required for this sort of search and informed verbal consent will suffice. All staff members will ensure that any pupil subject to a search with consent understands the reason for the search and how it will be conducted. Searches with consent will be undertaken on the basis that a pupil is, or is suspected to be, in possession of a prohibited or banned item as identified in this policy. Searches with consent will be implemented consistently, proportionately, fairly, and in line with this policy at all times.

If a member of staff suspects a pupil is in possession of a prohibited or banned item, the pupil will be instructed to turn out their pockets, and/or bag.

When exercising their authority to search with consent, staff members will assess and consider the age and needs of the pupil being searched. Where required, reasonable adjustments will be put in place where a pupil has additional needs or a disability.

Searching without consent

The Headteacher and authorised staff have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may be in possession of a prohibited item. The staff member will decide what constitutes reasonable grounds for suspicion on a case-by-case basis.

Items banned by the school can also be searched for without consent, where staff have reasonable grounds for suspecting that a pupil may be in possession of an item.

Where a search is required, and the pupil does not give their consent to be searched, unauthorised staff members will contact an authorised member of staff immediately. Authorised members of staff will assess whether a search without consent is needed urgently and consider the risk to staff and other pupils if a search is not conducted. Before a search without consent is conducted, the authorised member of staff will explain to the pupil why they are being searched and how the search will take place. They will also provide the pupil an opportunity to ask any questions. Where possible, the authorised member of staff will seek the co-operation of the pupil prior to the commencement of the search without consent. The pupil may be sanctioned in line with the Positive Behaviour Policy if they refuse to co-operate.

The school follows the DFE Searching, screening and confiscation – advice for schools.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>