

Care, Aspire, Achieve

Alexandra Park Primary

Behaviour Policy



September 2022

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Behaviour Policy

Alexandra Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Behaviour Policy is based on our core values of Care, Aspire, Achieve and our three Behaviour Pillars which are:

- Positive relationships
- Consistent approaches
- Proactive approaches

These values and principles underpin our whole approach to how we view, interpret and positively manage behaviour throughout the school and are based on a Positive Behaviour Approach. We know that it is the school staff who create a positive culture for learning by modelling outstanding behaviour and showing that we care. Adults will always demonstrate calm behaviour and consistently be positive role models for the children. We will give attention first for positive behaviour. We will use consistent routines to encourage and model the positive behaviours we expect.

We believe that everyone has the right to feel happy, safe and cared for. We remind children of our expectations for positive behaviours through our three simple Behaviour Expectations: 'Ready, Respectful, Safe'.

Expectation:	Principle:
Ready	Ready for learning
Respectful	Respect for self, each other and our learning environment
Safe	Everyone is safe and feels safe

Rewards

All members of staff are united in their consistent endeavour to reward positive behaviour and share the responsibility of praising the great behaviour around school. Throughout the school day we will use behaviour specific praise to encourage children to follow our expectations. We use the Viking Awards to reward the children for showing our school values of Care, Aspire, Achieve. When children achieve all five stars, the class teacher will give a band as a reward. Children who achieve all three bands can go on to earn 10 extra stars to be awarded their Viking Award at the end of the school year. Other individual class rewards such as Dojo Points, Table Points, prize boxes or stickers may be used by different year groups to encourage children to demonstrate the positive behaviour we expect.

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Wellbeing Ambassadors

Pupils who maintain high levels of positive behaviours may be chosen to have greater responsibilities in school as Wellbeing Ambassadors. These are changed each term.

Sanctions

Adults will use proactive strategies to try to correct low level behaviours before they escalate.

Proactive Strategies

Self-regulation

- Children will be able to ask the class teacher for access to a self-regulation card. This will enable children to spend a short amount of time (approx. 5 minutes) in the nurture room if they need a chance to regulate themselves. The use of this card will be explained to children through class circle times and self-regulation techniques such as deep breathing will be taught. In the nurture room, there will be access to some calming activities such as fiddle toys, sensory toys and mindfulness activities. A member of staff will offer support when needed and ensure the child returns to class.

A Positive Distraction

- In the first instance, adults will try to distract the child from their negative behaviour choice by using a form of distraction such as asking a direct question to a child to re-engage them in their learning or reminding a child of previous positive choices.

Reminder of expectations

- A reminder of the expectations for learning - Ready, Respectful, Safe will be delivered privately to the child. The teacher will make the child aware of the inappropriate behaviour and will give a reminder of the sanction process. The child has a choice to do the right thing.

Zones of Regulation

At Alexandra Park Primary School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families and all staff are trained in Zones of Regulation. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone

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they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us.

Sanction Process

Adults will have a proactive and consistent approach to managing behaviour. This will help to minimise any incidents of behaviour.

Adults will follow the Sanction Steps within the classrooms when children do not make positive behaviour choices.

Step One: A Positive Distraction

In the first instance, adults will try to distract the child from their negative behaviour choice by using a form of distraction such as asking a direct question to a child to re-engage them in their learning or reminding a child of previous positive choices.

Step Two: Reminder

A reminder of the expectations for learners - Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step Three: Warning

The adult will clearly remind the child of the expectations and communicate that the next stage will be missing a part playtime or lunchtime if the behaviour does not change.

Step Four: Missing some of play/ lunch time and a Restorative Conversation

The adult will keep the child with them for a short period of time. The length of time will be at the adult's discretion but will usually be no longer than 5 minutes. A Restorative Conversation will be held where the adult and child or children will work together to redirect undesirable behaviours.

Playtimes/ Lunchtimes

All adults will use Restorative Approaches to resolve any minor issues. Lower level behaviour or repeated behaviours e.g. rudeness must be reported to the class teacher who then follow the appropriate sanction procedures and input the incident on CPOMS.

Any significant incidents will be reported to the member of SLT who is on duty. They will then implement a sanction procedure and ensure that the incident is input on CPOMS.

A 'Kind Hands' expectation is in place which means that children are not allowed to play roughly with other children e.g. by grabbing them. This will be explained to the children through assemblies and circle time in classes. All staff on duty are to constantly remind children and reinforce this rule. If children continue to break this expectation, then the sanction process will be used.

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For any more serious behaviours within the classroom or on the playground such as fighting the class teacher will discuss the behaviour and any appropriate sanctions needed with the Headteacher or another member of SLT in their absence. This may include the following:

Internal Exclusion

A child may be given an internal exclusion for serious or repeated poor behaviour. The Internal Exclusion will be with a member of SLT. Parents will be notified of an Internal Exclusion. At the end of an Internal Exclusion a Restorative meeting will be held between the child, class teacher and a member of SLT before they return to their own class.

Exclusion

A decision to exclude a child from school, for a fixed period of time or permanently, will only be decided by the Headteacher and taken if serious breaches of the school's behaviour policy. If a child's behaviour leads to an exclusion, school will follow LA guidelines and parents will be kept informed of actions taken.

Exceptions

There may be occasions in school, such as violence or dangerous conduct, where adults will use their discretion to address the issue and may not follow all the Sanction Steps. The reason for this will always be explained to the children, and parents when appropriate. In school, we teach that bullying is always wrong and we also explain to children how they can help themselves if they ever feel that they are being bullied so that they feel safe in school.

Sports zones will be supervised at all times and we will operate a **yellow and red card** system.

System:

- Any arguing, shouting or verbal discussions which we would not accept anywhere else in the school results in a yellow card.
- Any physical contact, push, kick out etc. Straight red card.
- Two yellow cards at one break would lead to a red card.
- Any red card results in a week's ban from football and must be reported to the head teacher to follow up.

If a child receives two yellow cards in the same week, this must be reported to the head teacher.

It is the responsibility of all class teachers or TAs who are covering a class to ensure that any behaviour incidents are recorded on CPOMS. Midday staff do not have access to CPOMS and will therefore pass information on to class teachers to record.

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Targeted Approaches

We recognise that universal systems do not always meet the needs of all children. For children who display more challenging behaviour, our approach will be adapted to meet their needs. This does not mean that expectations for individual children are reduced, but rather that we add proactive scaffolds, interventions and individualised strategies to support the child. Strategies may include a written Behaviour Plan, a Behaviour Report Card or a My Plan. These will detail specific behaviours, strategies and consequences to ensure a consistent and fair approach by all staff who interact with this child. The plan will be shared with all necessary adults, parents/carers and where appropriate the child, in order to support them and prevent the need for an exclusion.

Appendix:

The Restorative Conversation:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?

Pastoral Support Programmes / BSS / Primary Jigsaw

If a child needs more support with their behaviour, then they will be given additional support by the class teacher, TAs or the SENCO or other members of SLT. This support will be evidenced on a child's SEND Support Plan or on a One Page Profile or a 'My Plan'. These plans will set targets which are SMART (Specific, Measurable, Achievable, Realistic, Time limited). The SENCO will maintain details of these plans.

Primary Behaviour Support Services may also be involved with individual pupils / groups / classes. The Behaviour Support Teacher will be informed by the SENCO of any pupil concerns. This may lead to:

- informal pupil observation
- formulation of a My Plan addressing concerns
- formal observation by Behaviour Support Teacher
- provision of teaching programme/ extra support (if appropriate)

The Primary Jigsaw Team may also be involved (via referral) for children who have emotional, social, behavioural needs, along with the Learning Mentor.

During this process parents will be kept fully informed at all times.

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Bullying / Racial Intolerance / Sexual Harassment

We are committed to a whole school approach against bullying and harassment in any form, including 'cyberbullying'. This includes racial, sexual, homophobic, disablist and transphobic harassment. If incidents occur, we will take the following action:

- all incidents will be recorded and investigated
- support will be given to the victim and the bully
- the victim will be supported
- the bully or instigator of racial intolerance will be given opportunities to explain his/her behaviour
- parents of both parties will be informed of the incident
- regular follow up to monitor the situation

See also Anti-Bullying and Race Equality Policies.

Care and Control – Positive Handling

There are occasions when the restraint of pupils is necessary. Teachers and other adults who are authorised by the HT to have control or charge of pupils may use reasonable force to prevent pupils from:

- committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or, among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere

All teachers are authorised to use reasonable force to control or restrain pupils. We follow the guidance set out in the Stockport Care and Control information and guidance document March 2021. Please see this document for further details.

Where necessary, My Plans, which are positive handling plans, will be created for those children who require additional support and 'Team Teach' training will be provided for staff. A 'Physical Intervention Reporting Form' must be used to record each instance. Further details can be found in the 'Care and Control Policy'.

Searching a child

If an event arises where a child needs to be searched, this will be agreed by the headteacher and will comply with the DfE 'Searching, screening and confiscation at school' guidance.

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Risk Assessment for Challenging Behaviours

The school will consider undertaking risk assessments for pupils with challenging behaviour, in order to minimise risks, protect pupils and staff, and to exercise the school's 'Duty of Care'.

This will involve assessing the context and probability of risks, and the seriousness of any likely outcomes for pupils and staff. If further action or strategies are identified in the risk assessment process, the school will act to implement these in order to safeguard pupils and other members of the school community.

Monitoring, Evaluation and Review

The school monitors behaviour incidents in order to identify issues and trends in terms of:

- type of incident
- critical days/times in the week
- critical places within/outside school
- pupils involved
- profile of pupils involved (ethnicity, age, gender, SEN, LAC status)
- outcomes

The school evaluated its behaviour policy against key improvement objectives which include:

- improvement of individual behaviour
- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- effectiveness of the policy in encouraging positive behaviours

The use of rewards, sanctions, exclusions and referrals to support services will be monitored in relation to race, ethnicity, gender, disability, SEND and Looked After status and any patterns revealed will be analysed and addressed as appropriate.

We believe that this policy underpins the wellbeing of school life at Alexandra Park. The success of this policy is vital to the overall success of the school. Behaviour, bullying, physical interventions and racist incidents are reported to the Governing Body each term as part of the Headteacher Report to Governors.

The Behaviour Policy will be reviewed every year.

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