

Care, Aspire, Achieve

Alexandra Park Primary

Behaviour Policy



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Author	Mrs Charlotte Millward
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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 use consistent routines to encourage and model the positive behaviours we expect and to promote the children's learning behaviours. Our learning behaviours model is made explicit from nursery. These learning behaviours are promoted and reinforced to develop the children as self-regulated learners. Our school learning behaviours are Pride, Collaboration, Independence, Creativity, Curiosity and Determination. To support our children to do this, we have a Viking Awards system in place and we are implementing a 3C Reflective Behaviour System. This stands for: Chance, Choice and Consequence.

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. Children work towards collecting stars for each school value. The class teacher will choose children for each school value to be awarded a star on a Friday in Class Forum time.

When children achieve all five stars, the class teacher will give a badge as a reward. Children who achieve all three badges 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 classes to encourage children to demonstrate the positive behaviour we expect, reinforce the school values and develop positive learning behaviours.

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Wellbeing and anti-bullying Councillors

Pupils who maintain high levels of positive behaviours may be chosen to have greater responsibilities in school as Wellbeing or Anti-bullying Councillors. There are two opportunities each school year to join these councils.

Sanctions

Our aim is to create a positive behaviour climate where all children feel a sense of belonging. We will always strive to deal with behaviour in an objective manner; we recognise that sometimes children will make mistakes but we will provide the encouragement, support and nurture to help them make right decisions. Adults will always try to use proactive strategies to try to correct low level behaviours before they escalate. Some examples of proactive strategies are below:

Self-regulation

- Children will be taught about self-regulation strategies linked to Zones of Regulation. The class may have whole class strategies or children may be supported to have different strategies at an individual level.

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, reminding a child of previous positive choices and use non-verbal gestures.

It is inevitable, however, that in any school, some children will make the wrong decisions. In these cases, we do have a clear system with dealing with behaviour which is outlined below:

Chance, Choice and Consequence- The 3C's

Chance

The child is given a pre-warning and a chance to change their behaviour. Staff will remind children of the expected behaviour. It is also an opportunity at this point to remind pupils of earlier positive choices they made and the impact this had on their learning and that of others.

Choice

The child has had their pre-warning but has not changed their behaviour. They might have continued along the path of negative behaviour or the behaviour may have worsened. They are now given a clear choice: rectify their behaviour or receive a consequence stated by the teacher.

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Consequence

The child has not responded to the warning and is continuing to behave in a way that is deemed unacceptable. They will now receive a consequence for their actions. The consequences will differ depending on the type of behaviour shown and the age of the child. For example, children may be asked to move to a quieter place in the classroom to complete their learning or miss some of their playtime where they stay with a teacher.

There may be times when the behaviour is highly inappropriate and therefore will result in intervention from a senior leader such as missed play and lunchtimes or an Internal Exclusion. If further action is required, Senior Leadership will become involved. If this happens, the Senior Leaders will ensure that the class teacher has the opportunity to speak and reflect with the child on return to the classroom.

Consequences will be recorded under the Behaviour category on CPOMS. Early Years and KS1 staff will alert the EYFS Phase Leader, Deputy Head and Headteacher. KS2 staff will alert the Assistant Headteacher and Headteacher. The class teacher will ensure that relevant incidents are put onto CPOMS and SLT will add 'actions' to any referred incidents that are forwarded to them.

If a child continually has consequences, staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Alexandra Park Primary School, can support the child on their journey of positive behaviour at school.

Early Years

EYFS will adopt the same 3C's for behaviour across the phase. The children will have visual prompts and discussions within lessons to ensure they understand and this will support the development of children at an early age.

Nursery and Reception

In Nursery and Reception visuals will be used to represent the 3 Cs. All staff will promote positive behaviour. Positive behaviour will be rewarded in a way in which reflects the age and stage of the children. This could be specific verbal praised linked to an observed behaviour, stickers, Have a Go Heroes, sharing with parents/carers and will include the whole school reward system linked to our school values.

Consequences will differ depending on the behaviour. All staff will use a stepped approach using the language and visuals of the 3 Cs. Where appropriate EYFS staff will invite parents to come in and have a discussion about the type of behaviour that is being demonstrated and ways we at Alexandra Park Primary School, can support the child on their journey of positive behaviour at school.

Internal Exclusion

A child may be given an internal exclusion for serious or repeated poor behaviour. The Internal Exclusion will be supervised by a member of staff separately or will take place in an alternative classroom. Parents will be notified of an Internal Exclusion. At the end of an Internal Exclusion, a reflective conversation will be held between the child, class teacher, parents and a member of SLT.

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Suspensions and permanent exclusions

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

Exceptions

Where there is a significant behaviour incident, the level of consequence will be at the discretion of the headteacher. The reason for this will always be explained to the children and parents.

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 targets on a SEND 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.

Lunchtimes

All adults will use a positive behaviour approach to resolve any minor issues. Lunchtime staff will understand and use the 3C reflective behaviour system of the school and will implement the same standards and expectations that we are proud of at Alexandra Park Primary School. Members of SLT will be available for further support each day. The class teacher will ensure that relevant incidents are put onto CPOMS and SLT will add 'actions' to any referred incidents that are forwarded to them.

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 3C's reflective behaviour system will be followed.

Sports Zones—KS2

Sports zones will be supervised wherever possible and adults 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.

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- Any red card results in a week's ban from football and must be reported to the head teacher, deputy head or assistant head to follow up.

The class teacher must record these on CPOMS under the Behaviour Category. If a child receives two yellow cards in the same week, this must be reported to the head teacher, deputy head or assistant head.

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 based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. This aims to help 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 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.

Pastoral Support Programmes / Inclusion Service / 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.

The Inclusion Service may also be involved with individual pupils / groups / classes. The Inclusion 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 the Inclusion 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 Headteacher 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. 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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