Alfriston School

Behaviour Policy

Reviewed by staff: 21st January 2020
Consulted with Governors: 22nd January 2020
Consulted with parents & pupils: January 2020
Policy agreed: January 2020

PRINCIPLES

1. Every pupil, understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others

2. Every member of staff and of the school community has the right to feel safe, valued and respected by others

3. All pupils, staff and visitors are free from any form of discrimination

4. Staff and volunteers set an excellent example to pupils at all times

5. Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour & Anti-Bullying policy

6. The Behaviour & Anti-Bullying policy is understood by pupils and staff

7. This policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

8. Pupils are helped to take responsibility for their actions

9. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Children learn best in a calm and positive environment, and we want all staff and children to feel secure and happy in a school which is fair, friendly, fulfilling and fun.

Behaviour principles reviewed & approved by Governors on 26th Sept 2017 (next review Sept 2020)

Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School - December 2017

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

AIMS

- To encourage children to take responsibility for themselves and others and for moderating their own behaviour;
- To support children to become independent learners, motivated by their natural curiosity about the world in which they live in;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To encourage a calm, purposeful and happy atmosphere within school in which children are safe;
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and the differences of others;
- To work alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society;
- To ensure that everyone is clear about their role when managing a child's behaviour.
- To make our children aware of unacceptable behaviour;
- To use sanctions where appropriate in accordance with this policy;

We hope to achieve these aims in a number of ways:

- Through the atmosphere and example which is created by all adults within the school;
- By rewarding children for promoting these positive values, through a variety of means;
- By using the 'Empowerment Approach' because we believe that high expectations and high support enables a child to achieve;
- Through work within the curriculum, in particular in PSHE lessons (See PSHE Education policy);
- By there being a calm, firm and consistent approach throughout the school;
- By involving parents or carers (which includes the signing of the Home-School Agreement);
- By being committed to inclusion and using reasonable adjustments when necessary to ensure no child is disadvantaged and so reaches their potential;
- By the use of a multi-agency approach, accessing professional support when necessary;
- To investigate causes of persistent poor behaviour and address underlying issues, being sensitive to other experiences in a child's life;
- By encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this;
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.

VISION

We have high aspirations for all of our children to be happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success and develop a lifelong love of learning.

Our Life Values and School Charter

Our life values apply throughout the day and within every area of school life. They work alongside Our School Charter. Both were produced with the children and they are regularly discussed with each class and this is supported in whole school assemblies. In this way, every child knows the standard of behaviour that we expect in our school.

Our Life Values

				
Collaboration	Independence	Curiosity	Creativity	Determination

Our School Charter

- **We have the right to feel good and be able to do our best learning in school.**
- **We have the responsibility to make sure the people around us also feel good and can learn at their best.**
- **We have high expectations for ourselves and everyone around us.**

For this to happen, we have agreed everyone needs to:

1. Respond to others calmly and with kindness (“Kind Hands, Kind Feet, Kind Words, Kind Everything”)

2. Make sure what we say and do helps us and those around us to learn

3. Take turns to speak and listen to others

4. Look after equipment and resources with care

The Positive Impact if I do this will be**:**

1. People will feel safe around me

2. People will enjoy being around me and want to spend time in my company

3. I will feel good about myself as a learner

4. I will feel good about myself as a friend and a pro-social member of the class and school

This is likely to help me become a confident, happy and successful member of the class and school.

The Negative Impact it may have if I don't manage to keep to these agreed ways of working**:**

1. Other people won't be able to learn and achieve as well as they could

2. I will not learn and achieve well

3. Others will not feel so safe and happy around me

4. Others might not be so keen to spend time with me

This may lead to me not feeling so good about myself and not doing so well at school.

- I know I will be supported and have extra practice and coaching times so I get better at the things I find hard. Adults will help me and I know I will have to work hard too.
- Before my skills improve with practice, I know I may have to learn in a different space so that others in the class feel safe and can learn.
- We are learning about the brain and know that some people in the class will find keeping to Our School Charter more difficult and we will support them to get there. These children may need special things to help them and extra support from adults and other children in the class. They may have to work in a different space until they can manage but we will still have high expectations for them.

Good Behaviour and Rewards

The most effective method of promoting good behaviour is by recognising it in the children. This is maintained, encouraged and promoted daily.

The children may be rewarded by:

- ✓ giving deserved/specific praise from any adult or child (we use verbal praise and silent gestures such as a smile, thumbs up or a nod)
- ✓ feedback in children's books
- ✓ house points, with the leading team each week announced in Friday celebration assembly
- ✓ celebration of achievements (in and out of school) with class or in assembly
- ✓ receiving a 'terrific text'
- ✓ certificates given on Friday in celebration assembly
- ✓ cups and trophies
- ✓ feedback to other adults, especially parents or carers
- ✓ star of the week
- ✓ earning class reward or table reward towards a treat
- ✓ visit to another member of staff to show good work
- ✓ sharing our learning assemblies/presentations

House Points & House Captains

Alfriston Primary School has adopted a house system which fosters a sense of belonging and identify in our school. Children will be in one of three houses.

- Cuckmere (blue)
- Exceat (red)
- Windover (green)

House Points are awarded for a range of behaviours including:

- being kind
- being polite and friendly
- being helpful
- working hard and trying our best

Children in year 6 can apply for the position of House Captain and all children and staff vote according to who they feel would be the best role model for the school. These positions are seen as very important and special in our school and come with roles and responsibilities. The House Captains present our weekly celebration assembly, they hold House Meetings and they motivate their House Team during House Competitions and events.

Star of the Week & Certificates

Every week each teacher chooses a child from each year group in their class to be Star of the Week. Awardees are announced with the reason/s why they have been chosen and presented with a badge in celebration assembly. Their photograph is displayed in the school entrance hall and their name put in that week's newsletter.

Certificates are also awarded during celebration assembly for any child who has displayed a Life Value that week or a specific achievement, eg. displaying kindness, courtesy, reaching their target, learning a skill, competing in a sports event.

Parents and carers, and the extended family are also invited to attend the assembly to help celebrate.

Children are also encouraged to bring in and share any out of school achievements so that this can be celebrated and certificates given, eg. music exam.

Terrific Text

The class teacher may ask for the school office to send a 'Terrific Text' to parents/carers during the school day.

Extra Break

The House team with the most House Points that term is given an extra break.

Cups and Trophies

The House Points Cup is awarded to the House Captain of the winning House that week during celebration assembly. There is also a House shield which displays the winning House team for any House Competition that has happened during the school year.
At the end of each academic year, there is an opportunity for a range of cups and trophies to be presented to those children who have been exceptional in a specific area.

Class Rewards

Classes also operate a marble/counter in a jar system which works towards a reward for the whole class. No child is excluded from whole class rewards. For some classes it may be

preferable to operate a table reward system in place of, or in addition to, a whole class reward.

Expectations around the school building

Children must walk while in the school building, keep left and move around sensibly, particularly in their use of the steps. They are expected to hold doors open for adults and let them pass.

All members of staff must be responsible for all children and their behaviour in and around the school, acknowledging good behaviour and ensuring high expectations in line with our school policy.

Expectations of behaviour in assembly

All children are to have an agreed assembly order, which promotes good behaviour and listening and reduces the likelihood of not managing our expectations.

Children are to leave the classroom, led by a member of staff, in silence, and enter the hall in silence.

On leaving assembly, children should remain calm and quiet until they enter the classroom/playground.

Expectations in the playground

Playground Rules

1. We play together and look after one another.
2. We tell a grown up straight away if we know something happening is wrong or if we feel frightened or sad – bullying of any kind will not be tolerated.
3. We have ‘kind hands’ and ‘kind feet’ and do not allow rough play.
4. We use ‘kind words’ - rudeness, bad language and name-calling are not allowed.
5. We respect the grown-ups who look after us.
6. When the bell rings we are quiet and stand still.
7. We walk sensibly to our lines and quietly into school.

The Gazebo is a quiet area with the following rules:

- No running in and around the gazebo
- No climbing on the benches
- No sitting in the window frames
- No leaning out of the window frames
- No graffiti

The Stage is an area for performing, including singing, dancing and acting with the following rules:

- No running on the stage
- No climbing on back or the sides
- No graffiti

- Children must ask to enter the building or to go to the toilet. Any child leaving the playground to enter school for any reason must ask for a band to show this. This ensures that staff are aware of where children are.

- When the bell rings for the end of playtime, children are expected to acknowledge that it is the end of break and stop what they are doing. If they are on equipment then they should get off it so that both feet are firmly on the ground and if they are in the gazebo they should come out.

- A second bell will ring and the children are expected to walk calmly and quietly to their class lines on the playground. The class teacher will come out onto the playground to collect their class. The children are expected to walk sensibly and silently with their teacher all the way into their classrooms.

- At lunch break, when the second bell is rung, the children are expected to sensibly carry any equipment they are holding and place it by the fence area at the playground shed, before quietly lining up. The Play Leaders in charge of the 'playground equipment and shed' will put the equipment away with a member of staff on duty supervising.

The activity trail, artificial grass or grass area is not to be used before or after school. No playground equipment is to be used before or after school to ensure the safety of the parents and other children.

There will be no playground equipment available at morning break time. At this time, children are expected to use imaginative play and create games together. Staff on duty and teachers in class will help children to suggest suitable games and encourage physical activity.

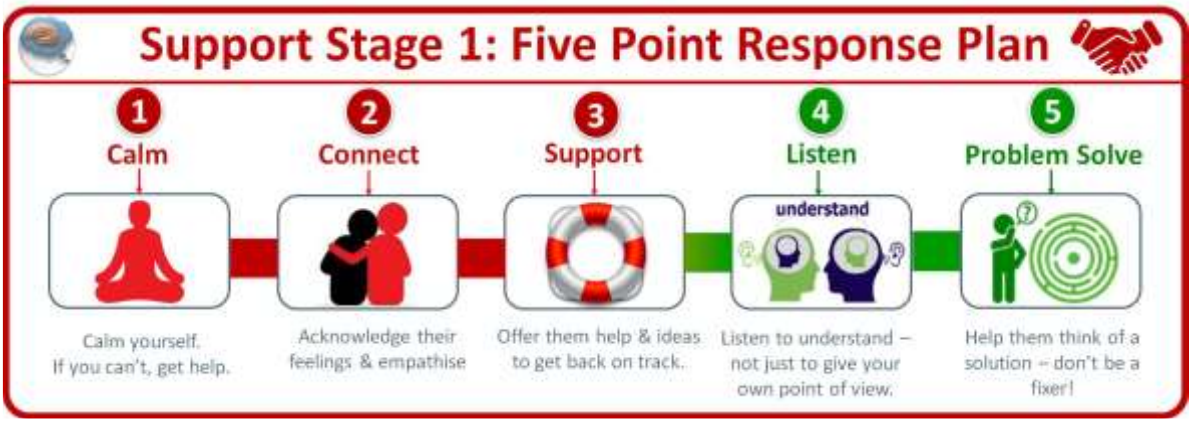
Children are not to go under the conifer trees along the fence unless an adult has given permission, for example to bring out any playground equipment that has accidentally got caught under the trees. The yellow grit box is not to be climbed on or used as a slide. No trees are to be climbed or swung on.

No-one must use our school playground after school hours or in the evenings, weekends or holidays. This is trespassing and if reported to the school, the police will be involved.

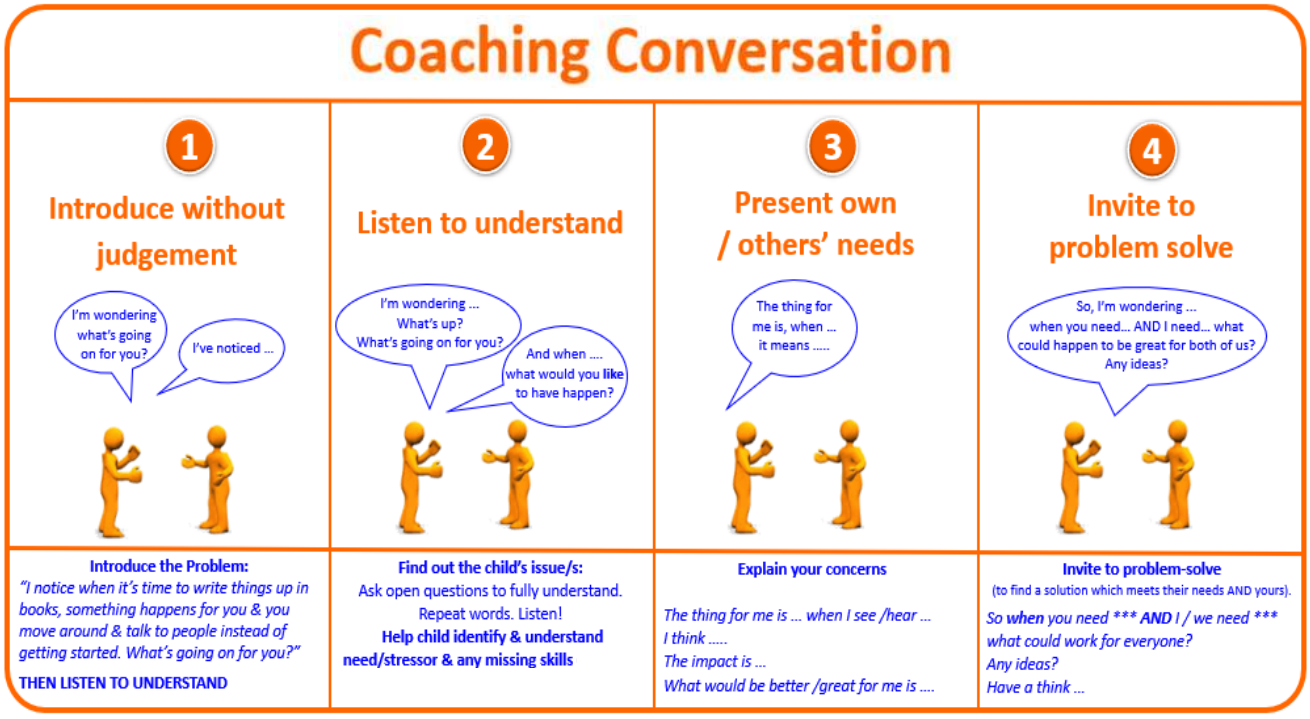
What happens if a child doesn't manage to keep to our expectations?

We use the 'Empowerment Approach' because we believe that high expectations and high support enables a child to achieve.

Support Stage One: Adult uses the '5 Point Response Plan' to get child back on track and remind them of the needs of others. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving.



Support Stage Two: The adult uses a coaching conversation when a child hasn't met the expectations agreed using a method that empowers and preserves a child's positive self-concept.



Support Stage Three: Child given limited choice of space away from main group.

Support Stage Four: If a child's actions are stopping others from learning or putting others at risk, it isn't appropriate for the child to remain in the class/on the playground/in assembly/in the corridors. Therefore a member of staff will ensure that, if this happens during lesson time, they will go and work in another class or they will be taken off the playground or taken out of the situation. The intention will be to secure the best achievement for all children – the child and the other children.

As part of the coaching conversation, it may be necessary to use a 'Stop Start Action' card for the child to visualise the support needed to manage expectations.



Support Stage Five: For severe breaches of discipline (such as: violence towards pupils or an adult, dangerous behaviour, extreme insolence, swearing or disrespect) the child is sent to a member of the senior leadership team. Children should be escorted by a member of staff (the class teacher may need assistance for this via the walkie-talkie).

The child's parent/carer is informed so that the behaviour is closely monitored and there is support both at home and at school to help the child to improve their behaviour.

A referral to an outside agency may be made. This is to an intervention to support the family and explore outreach services.

Peace Conferences – Group Coaching
(Particularly relevant to play times but may be used for class squabbles).

A 'Peace Conference' encourages the child to move through the process of tackling behaviour they don't find acceptable to themselves. It needs adult support and it does take time. It is appropriate for incidents between children. The process of a 'Peace Conference' is as follows:

In the case of dispute, the complainer comes to an adult with a complaint about another child's behaviour. Depending on the level of anger, it may be appropriate to sit at a table. All children are encouraged to speak in a normal voice for volume and speed.

The other child is called over by the adult but the complainer must tell the child 1) What they are complaining about. 2) Why and how it upsets them.

The other child is not allowed to speak until they have finished. They then have the right to reply and the adult facilitates the conversation. As far as possible, the adult avoids making judgements.

If the children agree on what has happened, either the victim with the adult's help decides what should happen next i.e. The child is given a few choices of consequences) or the children decide together.

In most cases, the children do not agree on what has happened. In which case, one or more of the following is appropriate:

1) The children can call witnesses for their viewpoint. Witnesses give their side of the story without interruption but the other child always has the right of reply.

2) The children can be told to sit together until they agree on what has happened.

3) If necessary, the children may be separated and witnesses interviewed separately.

If no agreement is reached and the situation is unclear (ie. The adult has not seen the incident or there is no consensus among the witnesses), the adult gives a decision which will calm things down – either attributing blames equally or none at all.

Social, Emotional, Mental & Health Needs (SEMH)

In the case of children identified as having SEMH needs, the school, acting in partnership with the parents of the child concerned, will draw up an individual support plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time. While this may involve a more sensitive interpretation of this policy during the duration of the support plan, unacceptable behaviour will not be allowed to remain unacknowledged.

We are a 'Thrive' school. Thrive is an approach, developed in accordance with current findings in neuroscience, of understanding and working with children's social and emotional development. We use arts and play-based activities with children to support healthy neural development, promote a positive sense of self and build optimal learning capacity. We have Thrive embedded within our ethos and Thrive approaches across our whole setting.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work as a school.

Two of our staff are trained as Thrive Licensed Practitioners which represents a minimum of ten days' professional development.

Our school environment, resources, learning approaches, timetable and planning are all informed by our understanding of how importantly each impacts on social, emotional and academic development and learning. Drawing all these elements together has been a long term vision for the school.

We recognise that behaviours can be learned and within our cognitive awareness, but also that they can be can be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Attentive, observant adults working in relationship with children are required in order to recognise behaviours, identify the underlying needs and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

Being able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others is core to our learning.

We aim to enable pupils to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives; to become independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

Our school's 'Mental Health & Emotional Wellbeing Policy' explains this area in more detail.

Children on an individual support plan or at risk of exclusion

Children must always be set behaviour expectations which they are able to fulfil. In severe cases, this may mean adapting the school's expectations while the child gradually improves their behaviour as there will be some children who require a more sensitive and differentiated approach. The emphasis should be on preventing unacceptable behaviour through specified provision.

However, it is imperative that children are protected from the consequences of another child's difficulty with behaviour. Their work should not be affected and they should feel safe.

There should always be consequences for unacceptable behaviour. However, being seen as being punitive is likely to have a negative effect on children with behaviour difficulties and this should be borne in mind while deciding suitable consequences. The aim should always be to enter into dialogue with the child so he/she understands why such behaviour is unacceptable and agreeing with the child how best to address it.

The child should have an individual support plan which is known and followed by all staff.

Consequences of severe unacceptable behaviour may include:
Removal from the playground to have separate break times;
Removal from the classroom to learn separately from others or in a different class due to disruption;
Fixed term exclusion;
Permanent exclusion.

In this school, fixed term and permanent exclusion is used only when the child is beyond control or there is a risk to personal safety of adults or children or when there is a likelihood of damage to property.

Other forms of exclusion may be used when there is sufficient challenge to the authority of adults in the school. The headteacher assisted by the senior management team will make this decision.
The school follows the East Sussex County Council (ESCC) Exclusions Guidance September 2017, which is supplementary to, and followed in conjunction with, the DfE Guidance "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" – which came into effect in September 2017. All decisions about exclusion are made with reference to the DfE guidance which outlines statutory responsibilities.

All external exclusions will be notified to East Sussex County Council and the Chair of Governors.

Online Hate

Online hate content, directed towards or posted by, specific members of the community will not be tolerated at Alfriston School.

If we become aware of any online hate incidents we will report it to the appropriate organisations. If we suspect a criminal office has been committed the police will be contacted.

Sexual Violence & Sexual Harassment between Children

(Examples may include; non-consensual sharing of sexual images and videos, sexualised online bullying, online coercion and threats, unwanted sexual comments/behaviour and messages on social media, and online sexual exploitation)

All reports of sexual violence and sexual harassment between children will be taken very seriously and reported to the Designated Safeguarding Lead who will deal with the incident, with the support of other agencies, such as Children's Social Care and the police, as required. This is in line with our Child Protection & Safeguarding policy.

Pupils' conduct outside the school gates

Our School Charter and associated sanctions identified in this behaviour policy will equally apply in response to all non-criminal, poor behaviour and bullying anywhere off the school premises (witnessed by a staff member or reported to our staff) when a child is taking part in any school-organised or school related activity.

Use of Reasonable Force

The Department for Education expects that the school behaviour policy includes the power to use reasonable force (DfE guidance 'Use of Reasonable Force' – July 2013). This school has a 'Physical Intervention Policy' which gives more details about the use of positive handling and reasonable force, and the circumstances in which force might be used.