

INTRODUCTION

At Alexanders, we believe that there needs to be consistency across the school in the way the behaviour of our children is managed. It is essential that procedures are put in place to promote a positive learning environment for all. Amongst other things, we believe that good behaviour is a key to success in the school environment. We hope to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

AIMS

- To ensure that our school provides a safe and secure environment with clear school rules.
- To provide a positive and consistent approach to behaviour management
- To encourage the highest standards of behaviour at all times
- To ensure that all children can become successful learners by developing self-control, respect for others and accountability for their own behaviour.
- To promote a positive school ethos by encouraging an understanding of shared values.
- To develop a partnership between school and home to encourage high standards of behaviour.
- To identify and challenge inappropriate behaviour and to provide strategies to manage this.

RIGHTS & RESPONSIBILITIES

Alexanders believes the responsibility of the management of behaviour is shared between:

- Alexanders Senior Management Team (Principal & Deputy Principal)
- Alexanders Class Teachers and Subject Teachers
- Alexanders Teaching Assistants and Support Staff
- Parents and Carers
- Children

Responsibilities of Staff

- To behave as appropriate role models in school at all times.
- To create a safe and stimulating environment in which children can learn.
- To ensure the delivery of quality teaching supported by appropriate planning.
- To ensure differentiation in the classroom.
- To take a positive and consistent approach when dealing with behaviour management.
- To actively notice and reward good behaviour.
- To regularly record and monitor behaviour incidents.
- To develop relationships with parents / carers to enable a good line of communication.

Responsibilities of the Parents or Carers

- To inform the right member of staff (such as their child's class or the relevant subject teacher), at an appropriate time, if their child does not feel safe, is struggling with school work or is not able to complete their homework.
- To support the school in their child's behaviour management.
- To ensure that the children come prepared for learning.
- To ensure their children are punctual - arriving at school at the required time.
- To ensure their children attend school, avoiding absence during term-time.
- To respond promptly to correspondence received from school.
- To adhere to the school rules and the agreements set out in the Home-school Agreement.

Responsibilities of children

- To follow our school rules.
- To listen and follow the reasonable instructions of all members of staff.
- To strive to learn to the best of their ability and allow others to learn.
- To treat all members of the school community with respect and politeness.
- To seek help from teachers or support staff in order to resolve a conflict or issue.
- To sort-out difficulties without using physical or emotional violence.
- To respect other children's and the school's property.

RIGHTS

We also recognise the rights of every party involved with Alexanders:

Rights of the children

- To have the right to learn.
- To be treated fairly regardless of race, language, gender, religion, culture or academic ability.
- To be treated with respect and consideration.
- To be listened to by adults and children in school.
- To be provided with a safe secure and stimulating environment conducive to learning.
- To be taught the behavioural systems and the reasons for them.
- To express their views, feelings and wishes and to have them listened to and considered.

Rights of parents/carers

- To know that their children are treated fairly and with respect.
- To know that their children are in a safe and secure environment.
- To be informed about expectations of behavioural systems.
- To have good communication with school with regards to the academic achievement and conduct of their child.

Rights of the staff

- To be treated with respect by their colleagues, the parents / carers and their students.
- To receive support from the Senior Management Team and other members of staff.
- To work in a safe and secure environment.
- To receive support from parents/carers in regards to the agreed school rules and procedures.
- To have good communication with the parents / carers irrespective of the academic achievement and conduct of a child.

RULES

There are mutually agreed rules for all members of our school community. These rules fall under the 'Three Rs' principle:

- Ready
- Responsible
- Respectful

EXPECTATIONS

We encourage a positive environment at Alexanders by:

- Expecting all adults in the school environment to act as positive role models.
- Setting boundaries, expectations and rules which are clear, transparent and consistent.
- Celebrating academic improvement and positive behaviour conducive to learning.
- Using appropriate sanctions for negative behaviour where necessary.
- Ensuring fair treatment regardless of race, language, gender, religion, culture or ability.
- Informing parents and carers - at regular intervals - about their children's progress.

POSITIVE BEHAVIOUR MANAGEMENT

We promote the expectations of the school rules to the students and continually reinforce them through both our classroom teaching and behaviour management techniques.

Alexanders school promotes positive behaviour management and reinforces the school rules of 'Ready, Responsible & Respectful' through a 'merit attainment system' and other strategies outlined below. Students are rewarded for academic achievement and improvement, effort in learning, positive and consistent behaviour, integrity and politeness. These rules and strategies are applied equally to all children in the school.

Rewards

Stars and Merits from the week are counted and a 'star of the week' is presented benefits and recognition for the week's attainment. Privileges such as 'line leader' for the week and/or promotion as class 'prefect' are awarded.

Other areas, such as 'Citizen of the Week' or 'Worker of the Work' may be rewarded for integrity, citizenship and diligence. 'Pen passports' may be awarded to those in UKS2 who have been diligent with their handwriting and presentation.

Students awarded 'Star of the week' and those who have met personal targets or who have shown outstanding determination, integrity or behaviour may be celebrated on the school's WhatsApp Group and website.

Children who have completed a whole merit booklet are celebrated during the end-of-term assembly. Amongst other awards, students may receive certificates and/or badges.

Inter-class awards will also be presented to the class with the best punctuality and attendance - during the end-of-term assembly. In addition, children with 100% punctuality and/or attendance each term shall receive bronze, silver or gold badges.

Children requiring extra support to improve their academic performance and/or behaviour may be placed on a 'special measures' merit card and/or personal sticker chart. Completion of a merit card or personal chart will also be rewarded as outlined above.

In some instances, a class or subject teacher may feel it appropriate to provide the whole class with 'targets' for areas of improvement. This may include, amongst others, attendance or punctuality targets, targets to improve homework completion or to improve inter-social skills. Recognition of achieving a class target may include a movie afternoon, extra 'golden time' or a trip out of the school to the beach, for example.

Whole School Strategies

Whole strategies that will be put in to practice to encourage an environment conducive to learning and in an endeavour to promote positive behaviour:

- A consistency of approach and methodology throughout the school promoting the 'three Rs' of Ready, Responsible and Respectful.
- The use of the 'Merit & Attainment' system, 'Think Slips' and the Restorative Practice approach by all staff members throughout the school, throughout the year
- A focus on positive discipline - learning and achievement - rather than on negative discipline.
The 5 to 1 rule of five positive comments or actions to every one negative comment or action to be implemented by all staff.
- The use of teacher assistants and support staff to undertake the monitoring of individual students.
- Aspects of integrity, attainment and self-discipline to be focused on in Personal Social and Health Education and Citizenship time.

STAGES OF NEGATIVE BEHAVIOUR SANCTIONS

	EXAMPLES OF BEHAVIOUR	SANCTIONS	DETAILED STEPS
<p>STAGE ONE</p> <p>Low Level Negative Behaviour</p> <p>'Traffic Light' is reset every day.</p>	<p>Calling out.</p> <p>Wandering about classroom.</p> <p>Running in the school building.</p> <p>Not putting hand up before talking.</p> <p>General rudeness or disrespect.</p> <p>Interrupting the teacher.</p> <p>Interrupting other children.</p> <p>Ignoring minor instructions.</p> <p>Silly noises or minor annoyances.</p> <p>Talking during silent work.</p> <p>Copying another child's work.</p> <p>Accidental damage through carelessness.</p> <p>Pushing in the line.</p> <p>Minor playground incidents.</p> <p>Unacceptable quality of classwork.</p> <p>Homework not completed to the standard expected.</p> <p>Homework completed / submitted late.</p> <p>Wearing of non-uniform.</p> <p>Bringing toys, games, cards etc to school without permission.</p> <p>Eating sweets, chocolate or chewing-gum in school.</p> <p>Arriving late.</p>	<p>Eye contact.</p> <p>Reminders of positive behaviour.</p> <p>Statement of inappropriate behaviour and consequences for repeating it.</p> <p>Verbal 'telling off'.</p> <p>Countdown from 5 to 1.</p> <p>Change of seating.</p> <p>Name written on board.</p> <p>5 minute playground cool down period (break-time).</p> <p>Tactically ignore poor behaviour.</p> <p>Sweets or foodstuffs will be confiscated and disposed of.</p>	<p>Step One: Child is given verbal warning that if behaviour persists, they will be moved onto the 'green light'.</p> <p>Step Two: If behaviour persists or a new negative behaviour is introduced, child is told they are being moved onto the 'green light'. Name label is placed on the green traffic light as a visual reminder.</p> <p>Step Three: If behaviour persists or a new negative behaviour is introduced, child is told they are being moved from the 'green light' to the 'amber light'. Name label is placed on amber traffic light as a visual reminder.</p> <p>Step Four: If behaviour persists or a new negative behaviour is introduced, child is told they are being moved from 'amber light to the 'red light'. Name label is placed on red traffic light as a visual reminder.</p> <p>Staff member involved deals with incident (s). Not formally recorded unless progressed onto Stage 2.</p> <p>After 4 repetitions of negative behaviour within a school day, child is moved to Stage 2.</p> <p>Move to Stage 2.</p>

STAGE TWO - Medium Level Negative Behaviour

RECORDED WEEKLY

Repeated Stage 1 behaviour
(4 Stage 1 incidents in one school day)

OR:

Refusal to start classroom task.
Refusal to complete a classroom task.

No attempt to complete homework.
Homework incomplete.

Non-completion of project work by **deadline provided.**

Deliberate disruption in the classroom.

Minor challenge to authority.

Minor, non-directed swearing.

Repeatedly irritating or disrupting other children.

Playground conflict (minor physical contact).

Being in a restricted or out-of-bounds area without permission.

Spitting on the floor.

Bringing in inappropriate toys or games.

'Think Slip' to be prepared by child.
Think Slip to be sent home for parent signature.

Reflection time or isolation in class.

Writing a letter of apology at home for homework.

Requirement to complete classwork as homework.

Requirement to complete homework by a 2nd deadline.

Requirement to complete project work by a 2nd deadline.

5-10 minute playground cool down period.

Repeated playground incidences – structured indoor play will be considered.

Jewellery, toys, cards etc. confiscated and returned to student at end of the day.

Repeated class incidences - a Special Measures merit or sticker chart according to the child's needs will be considered.

Slip should provide details of incident(s). Think Slip to be taken home for parent signature.

Child to be told clearly that they are being given a 'written warning on a Think Slip' and if behaviour persists or they receive another warning during the week (from Monday to Friday), they will be progressed on to Stage 3 and given a break-time detention or other sanction.

TA/Teacher on duty to report playground incident to CT so it can be recorded.

If behaviour persists or another warning is achieved during the week, then move to Stage Three.

STAGE THREE - Serious Negative Behaviour

RECORDED WEEKLY

Repeated **Stage 1** behaviour (5 or more incidents in 1 day)
OR a repeat of Stage 2 behaviour (in 1 week)

OR:

Non-completion of homework by extension deadline.

Non-completion of project work by extension deadline.

Deliberately throwing small objects with intention of harming or breaking them.

Harming someone.
 Damage to school/student property.

Leaving class without permission.

Repeated refusal to do set tasks (3 or more times).

Deliberate rudeness to adults.

Harmful/offensive name calling/directed swearing at another child.

Bullying.

More serious playground incident/fighting.

‘Think Slip’ to be prepared by child.
Think Slip to be sent home for parent signature.

Break-time detention.

Completion of work during play time/break time.

Writing a letter of apology during playtime/break time.

May consider withdrawal from a whole school event e.g. golden time, music or swimming for this week.

Removal from classroom to ‘time-out’ chair for 5 minutes (when appropriate) and using reasonable force if required.

Being sent to the Deputy Principal or Principal’s office.

Repair damage.
 Replace damaged item.
 Clean-up of damage.

Requires involvement of the class teacher.

Child to be told clearly that they are being given a break-time detention or other similar sanction and a ‘Think Slip’ to take home.

‘Think Slip’ to be prepared for parents to state that their child has received a break-time detention or other similar sanction. Slip should provide details of behaviour.

Child to be told that if behaviour persists or they receive another warning this week, they will be given a morning detention.

If behaviour persists or another warning is achieved during the week, then move to Stage Four.

STAGE FOUR - Very Serious Negative Behaviour

RECORDED HALF-TERMLY

Repeated Stage 1 behaviour (6 or more incidents in 1 school day)
OR a repeat of Stage 2 behaviour (3 or more incidents in 1 week) **OR**
 A repeat of Stage 3 behaviour.

Fighting in the classroom or playground.

Serious & intentional physical harm to other children.

Throwing large dangerous objects.

Serious challenge to authority.

Verbal abuse/swearing to any member of staff or parent.

Repeatedly leaving the classroom without permission.

Running out of school grounds or leaving the school grounds without permission.

Leaving an outside location or group whilst on an outing without permission.

Vandalism or graffiti.

Stealing.

Spitting on another person.

Persistent bullying or racist incident.

Malicious or inappropriate use of laptop or other device (cyber bullying).

06:30 Friday detention.

Removal from classroom to 'time-out' chair for length deemed necessary and using reasonable force if required.

Possible recompense for damaged/stolen property from parent.

Possible 'Special Measures' behaviour report card monitored by appropriate senior member of staff and copy sent home at end of week to parent / carer.

Withdrawal from ALL whole school events for 1 week.

Possible removal of laptop or WiFi access right.

Possible decision for fixed period exclusion (temporary withdrawal).

Requires involvement of the class teacher and staff involved in the incident.

Letter 1 sent home to parents and possible meeting.

Incidents recorded on Incident Report Form and filed in child's file.

Teachers & SMT meeting to attempt to identify whether behaviours being displayed reflect an underlying emotional, social or mental need for which a child needs additional support.

Persistent stage 3/stage 4 behaviours – SMT complete a chronology (interventions, meetings, incidents) for child to ascertain what other support must be put in place urgently to avoid escalation of behaviour.

STAGE FIVE - Extremely Serious Negative Behaviour

RECORDED HALF-TERMLY

Repeated Stage 4 Behaviour. (half-termly)

Violent behaviour in the classroom, any where in the school building or out of the building during under teacher supervision (such as break time).

Very serious challenge to authority.

Physical abuse of any staff member or parent.

Possession of a weapon considered to be dangerous by an adult.

Possession of illegal drugs.

Immediate suspension pending full investigation.

May lead to fixed period or permanent exclusion (withdrawal from school).

Requires immediate involvement of Head of School and parents / carers.

SERIOUS NEGATIVE BEHAVIOUR INTERVENTION

Step 1

If 3 detentions (under Stage Three) are recorded on 'Think Slips', Letter 1 is to be sent home by class teacher and/or office inviting parent/carer for a meeting where behaviour targets are set.

If 1 Stage Four incident is recorded on an Incident Report Form, Letter 1 is to be sent home by class teacher and/or office inviting parent/carer for a meeting where behaviour targets are set.

Step 2

If 6 detentions (Under Stager Three) are recorded on 'Think Slips', Letter 2 is to be sent home by class teacher and/or office inviting parent/carer for a meeting with the teacher and the principal (or other member of the Senior Management Team where behaviour targets are set.

If second Stage Four incident is recorded on an Incident Report Form, Letter 2 is to be sent home by class teacher and/or office inviting parent/carer for a meeting with the teacher and the principal (or other member of the Senior Management Team where behaviour targets are set.

Step 3

If 7 detentions (Under Stager Three) are recorded on 'Think Slips', Letter 3 is to be sent home by the office inviting parent/carer for a meeting with the teacher and the principal (or other member of the Senior Management Team) where intervention must be agreed. This may include fixed-term exclusion and referral to outside agencies.

If a third Stage Four incident is recorded on an Incident Report Form, Letter 3 is to be sent home by the class teacher and/or office inviting parent/carer for a meeting with the teacher and the principal (or other member of the Senior Management Team) where intervention must be agreed. This may include fixed-term exclusion and referral to outside agencies.

If 1 Stage Five incident is recorded on an Incident Report Form, Letter 3 is to be sent home by the office inviting parent/carer for a meeting with the teacher and the principal (or other member of the Senior Management Team) where intervention must be agreed. This may include fixed-term exclusion and referral to outside agencies.

Step 4

If 10 detentions (Under Stager Three) are recorded on 'Think Slips', Letter 4 is to be sent home by the office inviting parent/carer for a meeting with the principal (or other member of the Senior Management Team) where, it is likely, that a permanent exclusion will be dispensed.

If a fourth Stage Four incident is recorded on an Incident Report Form, Letter 4 is to be sent home by the office inviting parent/carer for a meeting with the principal (or other member of the Senior Management Team) where, it is likely, that a permanent exclusion will be dispensed.

If a second Stage Five incident is recorded on an Incident Report Form, Letter 4 is to be sent home by the office inviting parent/carer for a meeting with the principal (or other member of the Senior Management Team) where, it is likely, that a permanent exclusion will be dispensed.

Detention

When a child in Key Stage One is issued with a detention it will be held during the Friday break-time slot closest to the incident and parents or carers will be notified via a discipline / instructional slip of this action, a copy of which will also be placed in the child's school file.

The decision for a child to be given the early morning detention will be taken by the class teacher - being aware of prior warnings and behaviours - and the member of teaching staff who dealt with the incident. If the behaviour persists throughout the following weeks and the child receives three break-time detentions, the procedures outlined in the stages of behaviour, sanctions and stages section will be followed.

When a child in Key Stage Two or above is issued with a detention it will be held at **6:30am Friday morning closest to the incident** and parents or carers will be notified via a discipline / instructional slip of this action, a copy of which will also be placed in the child's school file.

The decision for a child to be given the early morning detention will be taken by the class teacher - being aware of prior warnings and behaviours - and the member of teaching staff who dealt with the incident. If the behaviour persists throughout the following weeks and the child receives three break-time detentions, the procedures outlined in the stages of behaviour, sanctions and stages section will be followed.

Serious Misbehaviour

If the member of staff is alone in the classroom and a serious incident occurs or is underway, they may leave the classroom to acquire the assistance of a fellow member of staff. If the incident is still underway and the situation is not safe, they may send another student with a 'Red Card' to seek another member of staff for support.

If the child is using extreme physical or violent behaviour and putting themselves or others at risk, then the adult must remove the other children from the situation before taking further action to calm the child down. Handling of the child will be dealt with in relation to the Alexanders Reasonable Force Policy. No restraint or force will be used until all other avenues have been used to calm the child. The incident will be recorded on an Incident Report Form, checked and counter-signed by the Principal and filed in the child's personal file. A copy of the report form will also be filed in the school's behaviour file.

Serious incidents – extreme cases of violence, bullying, defiance, abusive or racist language will be dealt with immediately by the Principal or another member of the Senior Management Team who will decide on what action to take in communication with the parents. These decisions will be based on evidence from the teacher involved in the incident.

A detailed description of the event or incident will be recorded on an Incident Report Form and placed in the school's behaviour file along with any notes of any prior meetings held with parents and any photographic evidence of injury or damage caused by the child.

Exclusion

Following a period of intervention and support, a fixed period exclusion - such a 5 school day exclusion - may be considered if the child's behaviour does not improve. In some extreme circumstances or due to serious (Stage 5) negative behaviour, the Principal will use his or her professional judgement to decide if immediate fixed-period exclusion is appropriate.

Permanent exclusion - registration being withdrawn from Alexanders - may be considered following a series of Stage Four behaviour incidents or after a fixed-period exclusion or a significant Stage Five single incident. Immediate permanent exclusion will be considered on a case-by-case basis and will be decided by the Principal after all other avenues have been explored.

The Principal's decision will be final.

Following a fixed period exclusion a children will be given a 'Special Measures' Merit Card with a specific target or targets to track their progress in an attempt to avoid any further negative behaviour. Parents or Carers will be expected to meet with the teacher and/or Principal regularly, depending on the level or severity of the incident. Strategies will be reviewed in partnership with the family to ensure students make solid progress in improving their behaviour.

Homework Club & Afternoon Clubs

All of the above rules apply to children attending Homework Club or any Afternoon Club. The procedures outlined in the Stages of behaviour, sanctions and steps section of this policy will be followed. If there are continual behavioural problems the child may excluded to attend extended day activities. The school will explore all avenues and support the child as reasonably possible in hope of avoiding this situation.

Bullying

Bullying is systematic verbal or physical abuse over a period of time. It is an emotive term and it is essential that children, parents/ carers and staff use it appropriately. It is important that children are aware of the need to inform an adult and know that the matter will be dealt with sympathetically. Bullying will not be tolerated at Alexanders and will be treated as a serious incident (Stage Four / Stage Five). The incident or incidents will be recorded on a behaviour incident report form and the correct Stage Four or Stage Five procedure will be followed. Children who are bullying should be given support by both teaching staff at the school and parents/carers at home to attempt to positively rectify the situation. Continuous bullying could result in the child be kept inside at break-times, removed from Homework Club and Afternoon Clubs and, ultimately, an exclusion either fixed-period or permanent (withdrawal from the school).

Racism

A racist incident is any incident that is prejudiced in nature, discriminatory or directed against someone in regards to their race. Racial harassment will not be tolerated at Alexanders. Racist incidents are recorded on an Incident Report Form. A copy of the report form will be kept in the child's file.

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REVIEWED BY: ALL STAFF