

Alexandra Primary School



Alexandra

Primary School

Aspire, Perform, Succeed

**A policy to support behaviour, maintain discipline,
promote kindness and compassion at school**

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Shared Moral Purpose

Alexandra Primary School will work collaboratively to ensure that all children have a world-class, rounded education, through an ambitious and creative curriculum. We will enrich and enhance pupil's learning and life experiences, enabling every child to develop a love of learning and achieve outstanding progress and attainment.

This will be realised through our commitment to, and participation in, a systematic, sustainable and accountable framework of challenge, support and continuing professional development for school improvement, drawing on best practice locally, nationally and internationally.

Emotional Literacy / well-being is a clear indicator of academic achievement, success and satisfaction in later life. We are committed to promoting children's emotional literacy / wellbeing and incorporating appropriate activities into children's routines and school life. Such activities may include: well-being, resilience, personal responsibility, growth mindset, kindness, mindfulness and gratitude. We will promote our ethos through assemblies, work-related tasks and school projects via the School Council and our Rights Respecting Committee. Our school values equip children with the knowledge and skills to support, encourage and enable them to be in charge of their own wellbeing.

APS School values and the values of our Collaborate (C8) partners, the 5R's and British values all link together with the value of respect and compassion, as part of respect, being particularly important along with demonstrating kindness.

In order to achieve this, school has developed behaviour strategies that support children and our aims.

"There is a strong sense of harmony and respect in this diverse community." (OFSTED 2017)

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

To enable children to learn effectively and make the best use of their time in school, consistent approaches to behaviour need to be established and maintained by all staff. Our policy represents how the school develops a positive, caring environment in which each child is valued, develops their self-esteem, self-respect and respect for others including for each other's cultural identities.

We have a set of values that our school community agreed together, centred around Alexandra Primary School being a place where children: **Aspire, Perform and Succeed.**

Our vision and values of behaviour are underpinned by the promotion of the importance of good relationships so that we can work together with the common purpose of helping everyone to learn.

We seek to develop in the children a sense of responsibility and increasing independence in school life through building confidence and self-esteem. Alexandra Primary School is a harmonious community, whose values are built on mutual trust and respect for all. The Behaviour Policy is therefore designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure. Our behaviour policy is one that models enquiry, reflection, resolution and interactive repair (e.g. restorative conversations) for our whole school community including both staff and pupils. The aim being to build and maintain supportive relationships.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and we firmly believe that praise and recognition of good behaviour, effort and achievement promotes a school ethos that supports this. Alexandra Primary School aims to provide high quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school promotes positive attitudes to work and provides opportunities for children to establish sound work and life habits to help children develop the skills they need to investigate, make sense of and communicate with the world around them; in order to become emotionally literate, responsible, healthy members of the community.

The management of behaviour includes every aspect of our school and community life and can never be seen in isolation.

Links to the United Nations Convention of the Rights of a Child (RRSA)

Alexandra Primary School is a Silver Accredited Rights Respecting school and so we uphold the rights from the convention across all aspects of school life and beyond. We aim for each school policy to adhere to the articles from the convention. In this policy we are working towards the following articles:

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19 (Protection from violence, abuse and neglect): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Our approach to managing behaviour is based on developing our children's understanding of these rights and their role in ensuring these rights are enjoyed by all pupils in our school community.

APS Behaviour Policy Aims:

- Promote high standards of behaviour and self-discipline where children take responsibility for their actions;
- Promote self-regulation;
- Create and maintain a positive, safe and secure learning environment where children can make the most of the opportunities available to them to grow academically, socially and emotionally;
- Ensure mutual respect between all members of the school community, for belongings and the school environment;
- Value the contribution each individual makes to the life of the school;
- Promote positive behaviour and conduct in and out of school and encourage children to behave according to the expectations set out in this policy in both instances;
- Use programmes of PSHE, (Personal, Social, Health Education) and Citizenship to provide rich opportunities which are part of all areas of school life and learning;
- Develop children's social skills and communication skills;
- Foster independence, a sense of personal responsibility and self-discipline in a caring and safe environment;
- Encourage children to develop mediation and negotiation skills to help resolve differences and ask for adult intervention if necessary;
- Work in partnership with all members of the community;
- Ensure that a balance is reached whereby positive behaviour is recognised, rewarded and praised and where sanctions are used consistently and applied fairly, making apparent the distinction between minor and serious offences and setting achievable targets for development.
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Use TiS snapshots (at regular intervals) and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Recognise that individuals with Special Needs or other specific challenges will need appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Children understand the behaviour that is expected throughout the school day, through a constant awareness and consistent application of school rules.

School will use the following success criteria:

- Clear expectations established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;
- A positive school atmosphere is created and maintained which is caring and supportive, and in which children are able to aspire, perform and succeed;

- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices;
- Children are provided with good role models and build positive relationships across the school;
- Children and parents understand the hierarchy of consequences, which are a natural outcome of inappropriate behaviour.
- These are applied consistently within the school in a calm and considerate manner.

Creating a positive Ethos:

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement and modelling the behaviours we want children to demonstrate.

Consistency of approach, reputation and use of the pronoun 'we' in terms of relationships within school, are significant ingredients in securing commitment to the school ethos.

Consistent use of positive encouragement is used to:

- Create a positive school environment;
- Increase children's self-esteem;
- Reduce the number of poor behaviour choices;
- Promote a model for good behaviour and relationships.

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour;
- Positive attention when choosing positive behaviour;
- Special mentions in assembly;
- Achievement Merits and Certificates;
- Positive messages home verbally;
- Rewards such as stickers and Dojo points and other methods teachers may use in their classrooms.

Any deviation from expected and appropriate behaviour will result in appropriate sanctions being used. Constant good behaviour is acknowledged through a range of rewards such as weekly / termly / end of year reward system and also through our daily Class Dojo scheme.

- Any harassment or abuse, verbal or physical, is unacceptable.
- An action that causes physical harm is unacceptable.
- The inhibition of learning is unacceptable.
- Causing damage to property or the school environment is unacceptable.

At Alexandra we use a system of actions and consequence, known in school as the APS Behaviour Code. (See Appendix 2) Children are taught to:

- stop and think about choices available to them
- to think about good choices and the consequence of poor choices
- to decide on a good choice
- to act on the good choice

This policy needs to be used in conjunction with the following other policies:

- Anti-Bullying Policy
- Attendance Policy
- Children with Health Needs Who Cannot Attend School Policy
- Complaints Policy
- Curriculum information
- Designated Teacher for Looked After and Previously Looked After Children
- Equalities Policy
- Exclusion Policy
- Homework Policy
- Medical Policy
- Remote Learning Policy
- Safeguarding and Child protection Policy
- SEND Policy
- Staff Code of Conduct
- Whistle Blowing Policy
- Whole, Happy, Healthy Strategy

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools Jan 2016](#)
- [Searching, screening and confiscation at school Jan 2018](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education Sept 21](#)
- [Use of reasonable force in schools July 2013](#)
- [Supporting pupils with medical conditions at school Dec 2015](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework

- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, sexting, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

School Practice

In school

A class charter is negotiated between the children and their class teacher at the beginning of each school year; these are displayed in the classroom using rights respecting vocabulary children can understand easily. The charters are designed to promote a purposeful and respectful learning environment and to ensure movement around the school is in a calm and safe manner.

The promotion of positive behaviour and conduct can be helped by the following:

- Classroom layout taking into consideration access to resources, equipment, storage and placement of personal belongings;
- Establishing clear and high expectations;
- Maintenance of appropriate routines;
- Grouping of children for activities;
- Planning and delivery of a stimulating and motivating curriculum that engages the learner;
- Fair and consistent application of rewards and sanctions;
- Classroom rules on display;
- Consistent and frequent use of praise.

(See Appendix 10 - Good Classroom Management at School)

Trauma Informed Schools (TiS)

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool (CPOMs) for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Expectations at Playtime and Lunchtime

High standards of behaviour and courteousness are expected at all times, including before school and after school. All members of staff reinforce the rules and refer back to them when dealing with any situations that arise. (See Appendix 9 - Procedures for Playtimes and Lunchtimes)

Playground rules and general School Rules have been compiled in collaboration between staff and children. They are on display inside each learning area, outside in the playgrounds and in the school halls (See Appendix 8 - School Rules and Playground Rules)

Procedures for lunchtime

- Lunchtime staff (School Meals Supervisory Assistants - SMSAs) arrive in school by 11:45pm;
- Classes go to the playground to play until the SMSA in charge blows the whistle to signal it is time for them to enter the dining hall.
- When directed to enter the dining hall, children taking packed lunch sit quietly at an allocated table.
- Children taking school dinner stand in line in a quiet and sensible fashion awaiting their turn to choose dinner.
- Inside the dining hall children may talk quietly.

We have clear procedures about what to do if an incident occurs, whether it be a TA or SMSA on duty. The member of staff that witnesses the incident will deal with the situation and remind the children of the rules. They will make a judgement whether the child needs to have some time out or calming down time. If this is the case, there is a designated area in each key stage.

Calming down/thinking zones:

Early Years – Individual thinking chair

KS1 – Bench under the shelter

KS2 – Year 6 shared area

At the end of the lunchtime TAs and SMSAs will report back to the class teacher about any incidents that have taken place. The class teacher can then decide if a consequence needs to be put in place. Staff will record on CPOMs serious and repeated incidents in discussion with the class teacher.

The Curriculum at APS

The curriculum at APS is adapted to suit the needs of our children and we strive to make this motivating and engaging. All children have access to a curriculum that develops a range of skills, knowledge and understanding and attitudes. There are links to the PHSE curriculum with the Jigsaw Scheme of Work which includes work on relationships education and our work on rights and the UN Convention on the Rights of the Child.

Activities include the following:

- Use of circle and discussion time
- Drama and ICT
- Lunchtime clubs
- Extra-curricular activities
- School council
- Rights Respecting Team
- Lunchtime leaders
- Environmental Officers
- Sports Leaders

Joint Professional Development

Opportunities for Professional development in school and externally will be made available to staff. Behaviour management will also be part of induction for new staff. Staff will be trained in Team Teach approaches for physical interventions.

Praise and Rewards

As a school we recognise that praise is one of the most effective means of positive recognition. Praise in school is used to reinforce to individuals and groups of children the positive aspects of particular behaviour. It develops in the children a belief in themselves, raises self-esteem and confidence. It recognises effort, progress and achievement and can be used to show appreciation for contributions.

As well as recognising appropriate behaviour, praise can be used to prompt those children who are choosing to misbehave in order to help them change their behaviour. Praise teaches children that they receive attention through good behaviour choices.

School recognises that using praise effectively can:

- Aid the ethos and community in school;
- Encourage a warm and positive atmosphere;
- Promote self-esteem;
- Reinforce rule following and draw children's attention to appropriate behaviour;
- Develop more positive dialogues about attitudes;
- Become infectious and rewarding.

(See Appendix 3 – Strategies for using praise to develop behaviour).

Going for Gold

- 'Going for Gold' is used in school to promote and reward good behaviour.
- There are 4 levels of behaviour – **gold**, **green**, **amber** and **red**.
- All children begin the day on **green**.
- Following a verbal warning, if a child continues to break a rule, their name is moved to the **amber** card.
- If the behaviour is persistent the child's name is moved to the **red** card.

- If the behaviour improves the child may move back up to the **amber**, then the **green** card.
- If a child displays exceptional behaviour, for example, a great attitude to learning or outstanding empathy in a situation, they may be moved up to **gold**.
- Children who are on **gold** at the end of the school day will be named as 'stars of the day'. In a short 5-minute session before home time, they will share with the class (if they are confident to) why they have been given **gold**.
- Class teachers will record those children who are on **gold, amber or red** at the end of each day. As the majority of children will stay on green, these do not need to be recorded.
- 'Going for Gold' will include a 'Straight to Red' clause for severe misbehaviour. In the case of certain incidents (such as fighting, vandalism, defying an adult or violence of any kind) a child may be moved straight to **red**. The child would then be spoken to by a member of SLT and parents would be informed of the incident.

Class Dojo

The school use the online Class Dojo system to promote positive behaviours within the school day. These are given in line with the class charter and promote all elements of our holistic pastoral curriculum – for example, working as a team, perseverance, good listening etc. Class teachers and other school community adults can allocate Dojo's to their classes and children in their care when these attributes are demonstrated.

Class Dojo's can also be rewarded for excellent whole class effort or team work. Class teachers can agree in their year groups as to how to reward children to earn a certain number of Dojo points in a term.

Other Rewards

- Extra playtime;
- Dojo rewards
- Certificates and Special Mentions given in assembly or sent home;
- Privileges and positions of responsibility;
- Head teacher's award

Rewards for exceptional behaviour

- Those who stay on **green or gold** for an entire term will earn a bronze certificate for behaviour.
- Those who remain on **green or gold** for both Autumn and Spring terms will earn a silver certificate.
- Those who remain on **green or gold** for the entire school year will earn a gold certificate and will receive a special treat such as a workshop or an additional educational visit.

Consequences and Restoration

When children choose not to follow our behaviour expectations, all staff are expected to deal with the situation in a calm and consistent manner. In the case of poor behaviour, it

is important to emphasise that the child has made the wrong choice. The behaviour should be addressed as inappropriate, rather than the child be criticised directly. Consequences should be acknowledged as a result of the poor behaviour choice, not as a punishment. Following a consequence, an opportunity should be sought to praise the child for good behaviour.

Ladder of Consequences

At Alexandra Primary School we have a clear 'Ladder of Consequence' that is shared with the children. (See appendix 4) They are aware of the steps on the ladder and what the next step will be if the behaviour continues or escalates.

Consequences (as age appropriate) may include:

- Time out in class (thinking chair)
- Time out in another class (YGL)
- Loss of privileges e.g. classroom jobs
- Loss of breaktime or lunchtime play
- Speaking to a member of SLT (DHT or HT)
- Parents contacted and informed of the incident

Consequences used must, to some extent, depend on knowledge and understanding of the child, particularly those identified with SEND or emotional and behavioural difficulties. Class teachers must follow up and monitor incidents in the first instance. Senior members of staff may be involved in more serious incidents.

In cases of severe misbehaviour (fighting, vandalism, bullying, inappropriate challenge, threat of violence towards another child or adult, intimidation, violence or disrupting the class from functioning) the child would not receive a warning but would jump to an appropriate rung on the ladder of consequences. In these cases, the parents would be notified of the incident and informed as to what action was taken.

Persistent Disruptive Behaviour

Persistent disruptive behaviour will be logged on CPOMs and any patterns will become apparent over time. Parents will be involved in discussions regarding the behaviour; school and home will work together to develop more positive behaviour.

If behaviour persists over a period of time a child a variety of options may be taken:

- The child may spend some time working away from their class
- A behaviour report card (see appendix 7) will be issued.

Where a report card is used, this will be managed by class teachers and children will be set targets for their behaviour in lessons and the playground and this will be shared with parents. At the end of the week the report card will be reviewed by SLT to decide if a further week is necessary. The report card is adapted to suit each key stage.

It is important that teachers and children begin each day with the highest of expectations. Consequences accumulated on one week will not roll over to the next week and children will begin each week with a fresh start.

Occasionally, individual reward charts may be used for some children who may be experiencing emotional and behavioural difficulties.

Procedures for more serious incidents may include:

- For persistent unacceptable behaviour a report card will be issued by member of SLT / Headteacher / Deputy / Assistant Head to monitor improvements to behaviour. Behaviour will be discussed with parents. Staff and parents will need to complete the child's report card daily and return this to school.
- Children who continuously disrupt learning are seen by the Headteacher to discuss their inappropriate behaviour.
- If there is a repetition of the behaviour after this, the child's parents will be asked to come into school to agree specific actions with the teacher and the Headteacher to ensure future good conduct. The date of the meeting will be agreed with the parents.
- If the inappropriate behaviour persists, the child may be excluded from the classroom. A child's timetable may be reduced and parents asked to collect the child at an agreed time.
- Children may be excluded internally from the classroom or from the school for persistent disruptive behaviour, aggressive or violent behaviour towards children or staff. Fixed term and permanent exclusion procedures follow LA and DfE guidelines and procedures (see Exclusions Policy).
- In extreme situations it may be necessary for a member of staff to remove other children from the immediate vicinity. In the unlikely event of manual handling being necessary, staff should follow the guidelines set out in the manual handling policy.

Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

Ongoing Cause for Concern

Where a child finds it difficult to meet the expectations of behaviour in or out of class, following discussion with SLT or the SENDCO a referral may be made to:

- Pastoral support worker
- ELSA
- Counsellor
- External agency

This referral stage will be implemented where there is an ongoing cause for concern. It may be that there have been a number of restorative conversations that have not had the desired impact. (Parents **MUST** be aware about concerns before this point).

Bullying

BULLYING WILL NOT BE TOLERATED AT APS

There is no legal definition of bullying, but it is usually defined as repeated, intentional behaviour which is intended to hurt an individual or a group either emotionally or physically

and where the relationship involves an imbalance of power. (See separate Anti Bullying Policy and parents' leaflet)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. Staff should know the procedures and systems to minimise the risk of peer on peer abuse and to deal with it in a timely way when it does happen.

This is most likely to include, but not limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment – see DfE advice may 2018;
- Gender-based violence
- Sexting (also known as youth produced sexual imagery);
- Initiation-type violence and rituals.

APS takes a zero-tolerance approach to abuse, and it should never be passed off, for example, as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The different forms peer on peer abuse can be:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment.

At Alexandra Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Alexandra Primary we will support the victims of peer on peer abuse by

- listening to the victim and taking their concern seriously;
- demonstrating good and timely communication with all involved;
- application of the school behaviour policy consistently and fairly
- note taking and recording meetings and decisions
- reviewing these procedures with senior staff regularly.

Staff should use a range of strategies to minimise the risk of peer on peer abuse including thinking carefully about the classroom environment and layout, seating plan, teaching and learning strategies used and our pedagogy cards. Further information of these can be found in the staff handbook.

Children should be encouraged to confidently report abuse, knowing their concerns will be treated seriously, recorded via CPOMs or paper, investigated and dealt with. Support for all concerned will be provided.

APS recognises that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously.

KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

Roles and Responsibilities

The Governing Board

It is the responsibility of the governors to review and approve the written statement of behaviour principles (see appendix 1). They will also monitor and review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. It is also the responsibility of the governors to monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary.

Role of the Headteacher / Deputy Headteachers

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The HT will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism and has the responsibility of dealing with such issues in a suitable manner. This may involve police if deemed appropriate.

The Role of Senior Leaders

Senior Leaders are responsible for implementing this policy on a day to day basis in accordance with agreed procedures. Where necessary, they should provide support and advice to colleagues and work with them to deal with behaviour. In addition, they should inform HT / DHT / AHT of any serious issues or concerns about individual children or staff who may need further support or training.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. They should be a role model for the children and treat each child fairly with respect and understanding, and enforce the behaviour policy consistently and fairly.

The class teacher is responsible for informing parents of repeated low level negative behaviour such as calling out or disrupting the class and working with the parent to address these concerns. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on CPOMS and follows the ladder of consequences to deal with them.

The Role of the SENCO

The SENCO has the responsibility to provide support and advice to colleagues for children

with emotional and behavioural needs and to ensure Provision Maps are drafted and reviewed and appropriate targets set. The SENCO should refer more serious cases to the Early Intervention Service, CAMHS, Educational Psychologist or other support service for advice or assessment. The SENCO has the responsibility to inform the Headteacher or Deputy of any serious issues or concerns about a child.

The Role of all other staff

All staff have the responsibility to read and understand this policy and to provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should follow procedures of informing class teachers of any inappropriate behaviour during break/lunchtimes or during interventions.

The Role of Parents and Carers

Parents and Carers are encouraged to work with the school to make their child's life happy and secure to ensure that all children will be able to benefit from the opportunities available to them.

Parents should communicate any concerns in the first instance to their child's class teacher via the relevant year group email or telephone the school to arrange a meeting for further discussion, where this does not lead to a satisfactory resolution they should contact the DHT or HT.

Recording and Reporting

Persistent or serious misbehaviour or any contact with parents regarding behaviour should be recorded on CPOMS. Recording on CPOMS is not the action, and the ladder of consequence needs to be used by the member of staff dealing with the incident and this should also be recorded on CPOMS. For severe incidents, SLT may decide further action is needed beyond those set out in Appendix 4. Severe situations resulting in SLT involvement usually require that parents are to be contacted. It is advisable to have a second staff member present when speaking to parents regarding poor behaviour choices of their child.

When reporting on CPOMS, it is imperative that only the facts are stated about what happened, including who was involved, when and where it happened and what action has been taken. It should be kept as simple un-biased. Try to find out information from other adults to help paint a clear picture of the situation. Keeping up to date with CPOMS reports is pertinent, particularly if a student is continually making poor behaviour choices – it's important to have a log of the behaviour to keep track of their infractions.

To maintain consistency across all years of learning, a school-wide "Going for Gold" initiative is in place. From reception, students are made aware of the initiative, where they aim to achieve Gold – a sign of exceptional behaviour. Outlined in the Rewards and Praise section are suggestions of situations in which students should be moved from Green; poor behavioural choices mean students move down to Amber or Red following the ladder of consequences, depending on the severity of the situation. Good behavioural choices mean that students either stay on Green or move up to Gold.

Class teachers should keep track of those who consistently end up on Red or Amber, or those who have attained Gold. Teachers can record this however they deem easiest; a spreadsheet, with student monitors etc.

As well as a visible hierarchy of these colours in classrooms, i.e. A Gold, Green, Amber and Red display, sanctions – in the form of a consequence ladder (appendix 5) - have been put in place to further ensure consistency across the school. In addition, sanctions and rules have been agreed upon by all staff and parents. The consequences are similar across the school but have space for customisation to suit the year level (e.g. Dojo points). Despite this, not all incidents are the same and therefore cannot be dealt with equally. Adults are advised to use their discretion, whilst being fair, considerate and consistent.

- Incidents in the classroom are dealt with directly by the classroom teacher or TA.
- Incidents in the playground at break or lunch time should be dealt with directly by SMSAs or TAs supervising. In these circumstances, supervisors should use their discretion if the incident should be passed on to class teachers.

Success Criteria

The Behaviour Policy will be monitored against the following:

- The number of fixed term and / or permanent exclusions
- The school being judged as a happy and successful school where children feel safe and secure
- Through consultation with children, school council, school Self-evaluation, OFSTED, Local Authority Reviews
- Questionnaires to parents, staff and children

Monitoring and Review

This policy will be reviewed annually regularly by SLT with any amendments agreed by the Governing board. If it is used consistently by all the staff in school to reward good conduct and behaviour and sanction inappropriate behaviour we will meet our stated aims.

Appendix 1 – Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document “Behaviour and Discipline in Schools-Guidance for Governing Bodies” (DfE – July 2013) has also been used as a reference in producing these principles along with Behaviour and discipline in schools Advice for headteachers and school staff (January 2016).

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher and are further detailed in the Behaviour Policy. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

Alexandra Primary School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our children. Our school values, rules and ethos underpin our relationships, curriculum and policies.

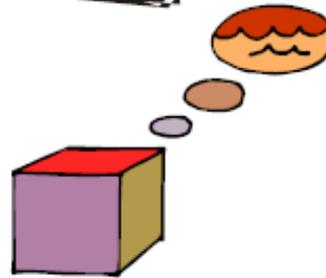
We will endeavour to ensure that:

- The behaviour policy is understood by children and staff.
- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All members of the school community are expected to behave responsibly and treat each other with respect.
- APS is an inclusive school and we believe in equality and valuing the individual and ensuring that all children, staff and visitors are free from any form of discrimination.
- Rewards and sanctions are used consistently and proportionately by staff, in line with the behaviour policy and paying regard to the individual situation, considering SEND, disability and the needs of vulnerable children and recognising that some pupils may need additional support to meet behaviour expectations, which they should receive.
- Children are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and children’s home life.
- Positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Stop



Think



Choices



Decide



Act



Appendix 3 – Strategies for using praise to develop behaviour

Rules – Praise – Ignore

Rules – Praise – Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour.

- The negotiation of a clear set of rules with the class;
- A high rate of praise;
- Use of rule-related praise;
- Ignoring of minor infringements of rules where possible;
- Use of rule-related reprimands;
- Use of brief, simple correction procedures.

The essence of Rules – Praise – Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback.

The language of praise

When making comments about children's efforts take care not to place value judgements on what they have done and seek to avoid making positive comments in a critical manner. Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words at these moments (e.g. good, great, excellent etc.).

Substitute these with phrases which show the child more specifically what he/she has to be proud of:

Phrases that demonstrate acceptance:

- "I like the way you handled that."
- "I like the way you tackle a problem."
- "I'm glad you enjoyed the work you did in class today."
- "I think that's fine. How do you feel about it?"

Phrases that show confidence

- "Knowing you, I'm sure that you will do well."
- "You'll make it."
- "I can trust you to do that."
- "I think you can work that one out for yourself."

Phrases that show appreciation by focussing on contributions and abilities

- “Thanks, that helped a lot!”
- “It was thoughtful of you to...”
- “Thank you, I really appreciate...because it makes my job much easier.”
- “I need your help on...”
- “I really enjoyed working with you.”
- “You can do really well. Would you like to do one for the class?”

Phrases that recognise effort and improvement

- “It looks as if you have put a good deal of work into that.”
- “Look at the progress you’ve made.” (Be specific – tell them how.)
- “You’re really improving in...” (Be specific.)
- “You may not feel that you’ve reached your target, but look how far you’ve come.”

A word of caution

Encouraging words can become discouraging if motivated by a desire to establish “good behaviour” permanently or by an “I told you so” attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments.

For example:

- “It looks as if you really worked hard on that – so why not do that all the time?”
- “It’s about time.”
- “See what you can do when you...”

Appendix 4 – Ladder of Consequences

1 - Verbal Warning

Acknowledge behaviour choice as inappropriate and refer to the rules.

2 - Verbal warning

Remind child of inappropriate behaviour choice and re-establish expectations.

3 – Amber card

Remind child of inappropriate behaviour choice and reinforce with moving child to an amber card. As appropriate the child may have thinking time in the classroom.

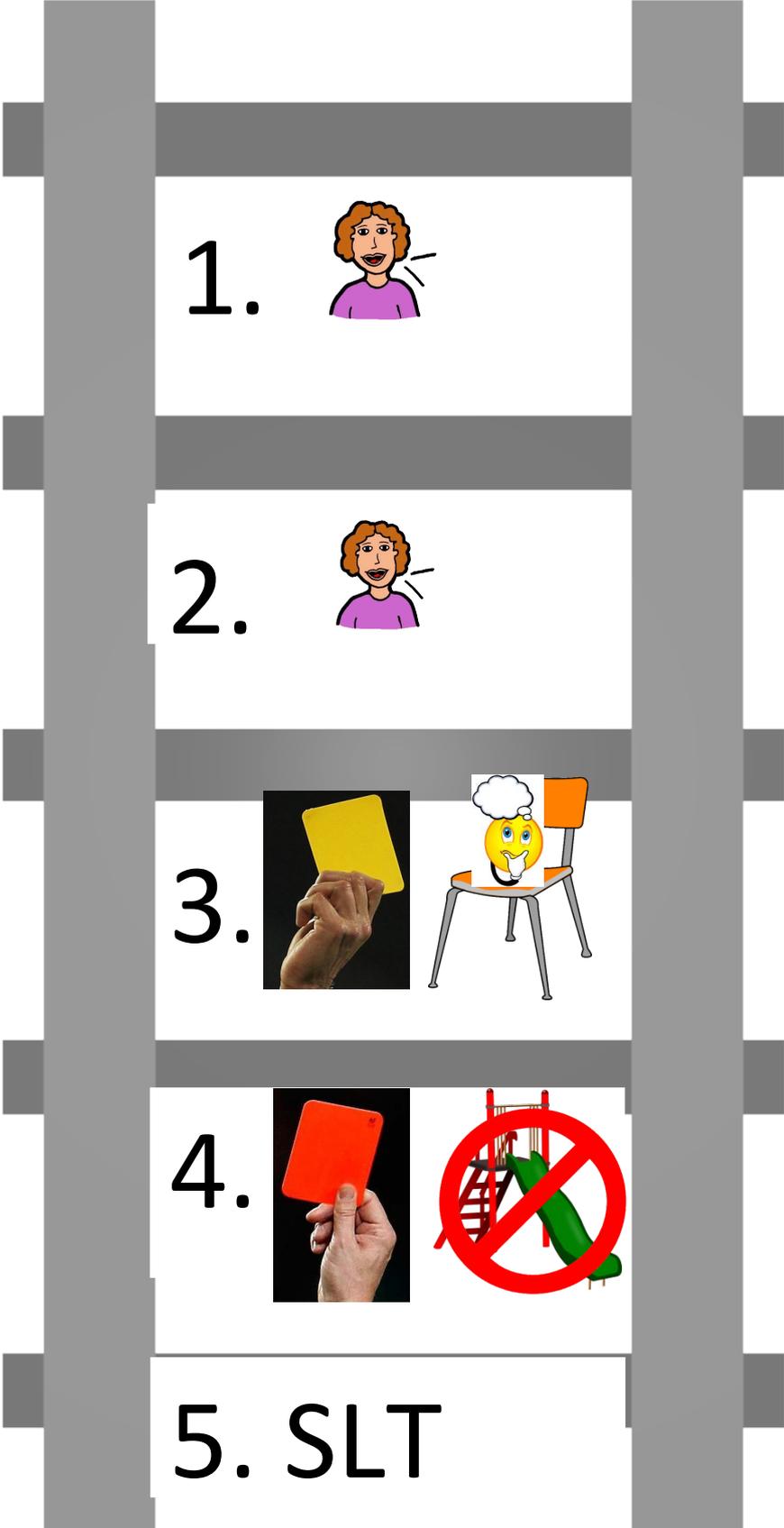
4 – Red card and YGL

Remind child of inappropriate behaviour choice and reinforce with moving child to a red card. As appropriate child may have time out of class and/or lose an age appropriate amount of break time and complete a reflection sheet. YGL and Parents to be informed and recorded on CPOMS

5 – SLT

Child to be spoken to by a member of SLT.

Appendix 5 – Ladder of Consequences pupil version



Appendix 6 – Summary of Behaviour Policy

The following statement should be added to any supply notes.

Please follow the following process for behaviour management at Alexandra Primary School

- Reinforce the behaviour code displayed in classrooms.
- In the event of unacceptable behaviour follow the ladder of consequences.
- For exceptional behaviour children may be awarded a gold card.
- At the end of the school day please record the colour cards on the class teacher's record sheet.
- The presentation code is stuck into the APS and Maths books – please use
- The marking code can be found....

Appendix 7 – Behaviour Report Card

Alexandra Primary School
Behaviour Report Card

Name: _____ Class: _____

Start date: _____ End date: _____

	8.55-10.15	Break	10.30-12.00	Lunch	1.30-3.30	SLT sign & comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

This card must be given to your teacher to be completed at the end of the lesson.

We use our school values all around school. Here are a few we should consider in the playground:

Our Playground rules

Respect

Treat everyone and all equipment with respect

Remember your manners!

Talk nicely to everyone

Collaboration

Be kind to each other

Share games and equipment

Responsibility

Listen to and follow adult instructions

Ask an adult for help if there is a problem

Honesty

Tell the truth – being honest brings trust

Appendix 9 – Procedures for playtime and lunchtime

Staff	Children
<ul style="list-style-type: none"> • If away on trips/courses arrange a duty exchange. • Duty adult blows whistle/shaker promptly for morning and afternoon playtimes. • At the end of play blow whistle twice, once to freeze, second time to line up. • Monitor all areas of the playground to ensure a safe environment for all children. • Stop any unsafe play including 'play fighting' immediately. • Send children with minor injuries accompanied by another child to the welfare room. • In case of more serious injury, one adult accompanies child to welfare room or First Aider is sent for to attend child in playground. • Send outside any child found in the building unsupervised. • Grant permission for children to stay in only in exceptional circumstances e.g. to complete a specific task or project and supervise fully any children to whom such permission has been given. 	<ul style="list-style-type: none"> • Take coats if needed. • Follow playground rules. • Follow rotas and rules for playground equipment and play areas. • Play ball games only in allocated areas. • Play safely on the climbing equipment. (children playing in an unsafe manner will lose the right to play on that equipment for the rest of play) • Ask permission to enter the building for any reason. • All children are expected to go out to play unless an alternative arrangement has been made e.g. for serious injury/illness. • Injured children must remain in a supervised area i.e. welfare room with full knowledge of the class teacher and leadership team. • Walk quietly to their class and line up. • KS1 to take class tray of water bottles outside. KS2 to use water fountain.
<p>In the event of wet play –</p> <ul style="list-style-type: none"> • Phase leader to decide the status of the playtime and send a message to all classes before playtime begins. • Staff are responsible for supervising their own class. 	<p>In the event of wet play –</p> <ul style="list-style-type: none"> • Stay in class except to visit the toilet with permission.

Appendix 10 – Good Classroom Management

Classroom Layout

Please consider the following:

- Arrangement of children's tables, particularly in relation to the interactive whiteboard and other key teaching resources;
- Use of floor space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher/assistant's administrative area;
- Organisation of provision for personal belongings of children.

Developing Routines

Routines are vital in good behaviour management.

Routines may be established for:

- Entering and leaving the classroom;
- Getting out materials;
- Getting work marked;
- Getting the attention of the class or teacher;
- Changing activities;
- Making up non-completed work;
- Distribution of administrative information;
- Going to the toilet;
- Water breaks and playtime snacks;
- Getting started and end of day.