



The Alton School Behaviour Policy

Date: March 2022

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OUR VISION:

The Alton School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to act in an equitable and fair way to support positive behaviours. It echoes our core values with an emphasis on respectful behaviour, a partnership approach to managing poor choices with restorative interventions that support staff and learners.

Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times.

Our three rules of **Ready, Respectful** and **Safe** instil a culture and climate where everyone can learn and achieve.

Aim of the policy

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of recognition for effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful environment where pupils can learn without limits;
- help learners take control over their behaviour and be responsible for the consequences of it;
- ensure a consistent, positive approach to behaviour management throughout the school day, including school clubs held out of school hours.
- ensure the emotional, social and learning needs of individuals are addressed appropriately.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to resolve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

Be Ready, Be Respectful, Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our school has three simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**' which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

Ready	Respectful	Safe
Eg: School Uniform Home learning work Listening PE kit Ready in the line Ready to learn	Eg: Listen to others Good manners Right voice, right time Looking after people and things Represent the school Be kind and helpful	Eg: Keep hands feet, objects and unkind words to yourself Wonderful walking around school Play with equipment safely

Our behaviour policy applies both inside school and in the playground. These are our only rules - **Ready**, **Respectful** and **Safe**. We recognise and acknowledge all children who keep to the **Ready**, **Respectful** and **Safe**. We warn children who make poor behaviour choices and hold them to account for the choices they have made, supporting them to make better choices.

Individual positive behaviour plans

At the Alton, we understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then recorded on CPOM S where appropriate.

Sanctions

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Supporting behaviour



- Reminder
- Warning
- Space to cool off / calming time
In class > in another class > in another designated space
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that another member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to a supporting member of staff - Learning Mentor, Deputy Headteacher or the Headteacher (usually in that order)
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion



Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Recognition Board

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and recognise excellent behaviour that goes 'above and beyond'.

Children are praised publicly and reprimanded in private.

Every classroom has a recognition board which celebrates positive learning attitudes, choices and behaviour. This board is a prominent position in the classroom. The recognition board focuses on a specific learning attitude, behaviour or expectation which is relevant to that class at the time and which is explicitly taught to the class with good examples highlighted. When a child demonstrates the specified learning attitude/behaviour/expectation, their name is added to the board. Their name remains on the board and cannot be removed – this achievement cannot be undone by other negative behaviours. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board. The recognition slips stay on the board for the week and slips are taken home on Mondays.



**The Alton
School**

Recognition slip

Name: _____ **Date:** _____

I was recognised for _____

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate **pride in the badge**. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- **Wonderful walking** ensures a high level of expectation when moving around school. Pupils are expected to move around the school respectfully and safely.
- When adults in school require the full attention of a class or group of children, they will raise their hand. Pupils are taught to stop what they are doing, turn to face the adult and **Be Ready** to listen. This ensures a quiet and calm classroom where the adults can address pupils at the same time.

Stepped Sanctions

Stepped sanctions are the steps an adult should take to deal with poor behaviour choices in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Conversations

Following incidents of poor behaviour choices, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time? 3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. '**hurt / upset**' for younger children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future? The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

Appendix 1

Our Blueprint for Behaviour

Our Rules	Visible Adult Consistencies	Over and Above Recognition	Relentless Routines
<ul style="list-style-type: none"> • Be ready • Be respectful • Be safe 	<ul style="list-style-type: none"> • Meet and greet with a smile • Calm, consistent and fair • Give first attention to best conduct • Relentlessly bothered 	<ul style="list-style-type: none"> • Recognition board/display • Star of the day • DHT/ HT recognition • Phone call home • Postcard home 	<ul style="list-style-type: none"> • Pride in the badge • Hands up (and listen) • Wonderful walking

Stepped Sanctions
<p>Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!</p>
<p>1. REMINDER (reinforce 3 rules, privately if possible): I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.) <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i></p>
<p>2. WARNING: I noticed you chose to ... (state the noticed behaviour). This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. (Give child 'take up time' and DO NOT respond.) <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
<p>SPACE TO COOL OFF: 3. IN CLASSROOM > 4. IN ANOTHER CLASS > 5. SOMEWHERE ELSE</p> <p>3. IN CLASSROOM I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes. <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i></p>
<p>4. IN ANOTHER CLASS I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson. *DO NOT describe the child's behaviour to other adults in front of the child* <i>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Smith's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.'</i></p>
<p>5. SOMEWHERE ELSE I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged)). I will come and speak to you at the end of the lesson / next break / end of the day. *DO NOT describe the child's behaviour to other adults in front of the child* <i>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Miss Morris and you will need to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.'</i></p>
<p>SPECIFIC PLAYGROUND SANCTIONS Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below. You need to: 3. Stand by other staff member 4. Sit ... specific area 5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO!)</p>

Appendix 2

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be supported more quickly. If this occurs a focussed meeting involving the headteacher and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Extreme Behaviours

Some children may exhibit particular behaviours that are extreme and unacceptable. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Behaviour Plans' that detail additional support, strategies and expectations. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the headteacher.

Exclusion (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.