



Behaviour Policy

Person responsible: Headteacher

Date adopted: February 2019

Review Date: February 2020

Aims

The aim of our Behaviour Policy is that all children will:

- be tolerant and understanding, showing consideration for the rights, views and property of others
- develop a responsible and co-operative attitude towards work and towards their role in society
- realise their full potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- take a pride and responsible interest in caring for their environment, their property and that of others
- value the cultural diversity of the school and community
- make well-informed choices about their own behaviour

Principles

At Alban City School we have high expectations of behaviour for all children.

Every child has the right to learn and feel secure. No child has the right to disrupt the learning and security of others. An essential prerequisite for learning is a school ethos which is built on trusting relationships and co-operative teamwork. The school welcomes and encourages the involvement of Governors, parents and others in the community. Children behave well because they genuinely feel it is right rather than because it is imposed.

Racism as defined by the Stephen Lawrence Inquiry Report

“....conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form”

is unacceptable and will not be tolerated.

All members of the school community (teaching and support staff, parents, pupils and governors) work toward the school's aims by:

- Recognising children and adults as individuals and respecting their rights, values and beliefs
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Rejecting all conduct which involves bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and apply these strategies consistently
- Caring for, and taking a pride in, the physical environment of the school
- Working as a team, supporting and encouraging one another
- Encouraging pupils to make good choices, but also by helping them realise that by not opting to do the right thing they are making a deliberate choice

Underpinning these principles are our Golden Rules:

Our golden rules have been written and agreed by the children. They are displayed in every classroom and throughout the school. The golden rules are phrased in a positive way such as:

At Alban City School we.....

Procedures

Procedures aimed at involving all members of the school community include:

- A programme of professional development for teachers, teaching assistants, midday supervisors and administrative staff
- Regular meetings of teaching and non-teaching staff to review behaviour issues
- Discussion of behaviour issues at governors' meetings where appropriate
- Encouraging parents to work in partnership with the school, taking an active interest in children's learning and development of personal and social responsibility as they progress through the school
- Regular meetings between staff and parents
- Parents accepting responsibility for the conduct of their children
- Encouraging awareness of others in order to support each other particularly at playtimes.

In order to provide children with opportunities to discuss appropriate behaviour, our procedures include:

- A programme of Citizenship and Ethics designed to promote mutual respect, self-discipline and social responsibility (see Curriculum maps)
- A programme of Faith and Belief which includes ethical and moral issues (see Hertfordshire Agreed syllabus of RE and Curriculum map)
- The compilation of a set of class rules at the beginning of the Autumn term
- Circle Time, a forum for discussion used in classes
- Assemblies

To promote desirable behaviour, staff will:

- Act as role models
- Offer guidance to children including praise and encouragement
- Provide a curriculum designed to engage and challenge each child in which collaborative work within classes and across year groups is encouraged
- Encourage and show appreciation of children who act as positive role models
- Encourage children to make appropriate and considerate choices
- Acknowledge good work / behaviour with smiles, signals, praise and thanks
- Use whole class reward systems and Golden Time.
- Send children to the Headteacher to get stickers for individual achievement
- Use Assessment for Learning to focus on positive attitudes towards learning
- Liaise with parents and work in partnership to celebrate children's achievements
- Positive Praise postcards from Phase Leader

Hertfordshire Steps

Hertfordshire Steps is a therapeutic approach to positive behaviour management. The Steps approach is based on the following principles:

Shared focus on inclusion of all children and young people within their educational settings, a shared set of values and beliefs, open and shared communication, a shared commitment to diversion and de-escalation and shared risk management, reparation, reflection and restoration.

We have two members of staff who are trained Steps trainers for our school. These members of staff are Claire Lord, SENCO and Cathy Carter, Deputy Head. All our staff are trained to use the Herts Steps approach.

As part of the Steps therapeutic approach to behavior staff will:

- Use positive phrasing
- Consider protective and educational consequences when dealing with behaviour incidences.

Staff are trained to:

- Use de-escalation scripts
- Use physical intervention in line with Steps: Open mitten, Closed mitten procedures.
- Create and follow a risk reduction plan (linked to roots and fruits and anxiety mapping)
- Refer back to Steps training in attempt to understand behaviour

Staff will annually complete the Steps refresher training in school with their trainers and the trainers will annually attend the Steps trainer refresher.

Where possible, positive behaviour choices will always be reinforced, and inappropriate behaviour prevented, by praise and encouragement.

However, where positive strategies do not succeed, we have identified a number of strategies to prevent inappropriate behaviour and staff will, as appropriate, take the following action:

1. Warning
2. Time out in class
3. Sent to the year group below
4. Sent to their Phase Leader and issued with a behaviour slip. The behaviour slip will outline the inappropriate behaviour and be sent home with the child for the parents to see.
5. Deputy Head / Headteacher interview and behaviour recorded in the behaviour log
6. Parents involved

Behaviour which happens during play and lunch time will be dealt with in the following way:

1. Warning from a member of the lunchtime staff
2. Time out
3. Sent to a member of teaching staff
4. Interview with the Deputy Head / Headteacher

As a consequence, children may be issued with a task or loss of playtime, these include:

- Carrying out a helping task (educational consequence)
- Writing an apology
- Playing apart
- "time out"
- loss of play during break and/or lunchtime
- Restorative discussions
- Behaviour slip

Some children may be on a personal support plan for their behaviour and therefore may have consequences and procedures different to these.

Repeated inappropriate behaviour or serious breaches of conduct will lead to an escalation of the sanctions. They will involve:

1. a discussion with the class teacher
2. informal discussion between teacher and parents
3. use of monitoring sheet or home/school book

4. interview with teacher from Senior Leadership Team (recorded)
5. interview with the Head (recorded)
6. formal meeting with parents (recorded) appropriate members of staff to be present
7. the school working closely with external support services in order to support the child
8. temporary or permanent exclusion (following HCC procedures and guidelines)

If there are any issues regarding pupil behaviour that cannot be resolved, parents should consult the school's Complaints Procedure.