



Behaviour Policy

Person responsible: Headteacher

Date adopted: March 2025

Review Date: March 2026

Our approach to supporting behaviour

At Alban City School we follow a relational approach to behaviour. This means we will support children's behaviour in a kind, empathetic and safe way. We have clear expectations for behaviour which are linked to our school values. Adults will be consistent in their approach but also assess situations appropriately to support a child's needs. Our approach to behaviour is underpinned by the strong relationships that we build with our pupils, providing them with a safe place that they feel connected to.

We recognise that behaviour is a complex issue and where there are repeated unwanted behaviours that cause concern, where behaviours may be arising from an unmet Special Educational Need or where behaviours might be as a result of trauma, we will always implement a relational approach.

On occasions, these behaviours may temporarily have a negative impact on others in the school community. By taking a positive and relational approach, we aim to quickly minimise this impact and improve the outcomes for everyone involved.

Definitions

Valued behaviours are ones that are positively valued by either the individual or others and there is a clear reason why these should be valued e.g. Listening to adults or peers.

Not Valued behaviours are those that impact negatively on either the individual or others and there is a clear reason why these behaviours have a negative impact. Not valued behaviour hurts, hinders or spoils someone's enjoyment. It can be harmful or damaging to someone physically and emotionally.

Difficult behaviour is behaviour that is anti-social, but not dangerous. This may include behaviour that causes low level disruption or persistently prevents others from accessing the learning.

Dangerous behaviour is behaviour which could result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Educational consequence- A consequence which helps the child to understand why that behaviour is detrimental to themselves and others.

Protective consequence- A consequence which protects the child and others from distress, upset and injury.

Universal Support -This sets out what we would do for the majority of behaviour incidents that typically occur in primary schools.

Targeted Support - Some pupils will require a more planned approach for a period of time to support them to develop valued behaviours or modify/cease behaviours that are not valued. Our Targeted Support will consist of a plan with targets and actions/strategies to support children to meet those targets.

Specialist Support - Where a child's behaviour is very challenging, highly disruptive or dangerous, the strategies outlined for Universal Support are unlikely to be effective. In this instance, we may involve external professionals for advice and support. A specialist plan will be written which may include a risk assessment for violent or abusive pupils. The emphasis will be on supporting the pupil but will be balanced with protecting the safety and learning of other pupils and staff.

SLT: Senior Leadership Team which includes the Headteacher, Deputy Head, Assistant Head and Phase 1 Leader

HT: Headteacher

SENCO: Special Educational Needs Coordinator

CPOMS: System for recording behaviour in school

Aims

The aim of our Behaviour Policy is to provide a framework that sets out how Alban City School will support pupils to develop **valued behaviours** that benefit themselves and others and reduce **behaviours which are not valued**.

(Appendix A shows examples of valued and not valued behaviours.)

How we will meet our aims through Universal Support

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
- Developing a curriculum to teach and support children to meet our behavioural expectations
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a calm and orderly environment in which everyone is fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life and recognising and celebrating different cultures
- Rejecting all conduct which involves bullying or harassment
- Using strategies to promote positive behaviour both within and outside the classroom, and applying these strategies consistently
- Adopting a curious approach when behaviour does not meet our expectations to consider what the behaviour is telling us
- 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; supporting children to self-regulate their emotions and behaviours
- Using a relational approach to behaviour where all adults always have positive regard for all pupils.

Our curriculum to teach and support children to meet our behaviour aims includes:

- A programme of Physical, Social and Health Education designed to promote mutual respect, self-discipline and social responsibility
- A programme of Religious Education which includes ethical and moral issues (also see Hertfordshire Agreed Syllabus of RE)
- The compilation of a set of class rules at the beginning of the Autumn term. Circle Time, a forum for discussion, is used in classes
- An agreed set of school values
- Weekly FEELiT sessions to teach the children about different feelings and how to deal with them
- Personalised programme of interventions to support some children
- Assemblies linked to the school's values and expectations and British Values
- Where possible, we will include children in devising and reviewing behaviour plans and risk assessments.
- Accessing support from other agencies

To promote the valued behaviours, staff will:

- Act as role models
- Speak to children in a calm and kind manner
- Use positive praise strategies
- 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
- Name the feeling that they have seen or felt from a valued behaviour and explicitly link it to the children's learning about feelings.
- Use whole class reward systems
- Send children to the Headteacher for individual achievement
- Liaise with parents and work in partnership to celebrate children's achievements
- Send home Positive Praise postcards linked to a learning culture which fosters the school's values of kindness, respect, resilience and responsibility
- Award weekly certificates to a child from each class linked to the school's values.
- Seek to understand what a child is trying to communicate through their behaviour

Staff will not

- Shout at children
- Write children's names on the board in relation to their behaviour
- Humiliate children
- Isolate children as a punishment for extended periods of time
- Send a child to another classroom

What we will do when the behaviour is not valued.

When not valued behaviours are causing low level disruption in class or are persistently preventing others from accessing their learning, adults will seek to understand why a child's behaviour is not meeting the expectations. If the not valued behaviours continue, a staff member will follow this approach:

Curious: Adults will seek to understand why the behaviour is happening.

Chance: Adults will name the behaviour, remind the child of what the expected behaviour is and explain that this is their chance to change their behaviour.

Choice: Adults will remind the child of the expected behaviour and that they have been given a chance to change it. Adults will explain that the behaviour is now a choice and that if it continues it will lead to a consequence.

Consequence: Adults will explain that the behaviour has not changed and that they are not meeting the expectations for behaviour at ACS. The child will be given a consequence.

If the behaviour doesn't change the following consequences may be issued

Ask the child to change seat

Have a conversation with the class teacher either during the session or at the end for a couple of minutes

Have time to reset somewhere within the classroom or just outside the room (supervised by an adult for Phase 1 and 2)

Spend no more than 5 minutes completing an educational consequence at lunchtime

Ask a member of SLT to speak with the child

Give a limited choice to encourage the child to change their behaviour

Send work home to be completed

If there are 3 separate incidents of behaviour in one week which fall below our expectations, the teacher will contact the parents to discuss it and they will record it onto CPOMS.

Reflection/restorative conversations

Often repetitive behaviour or behaviour which has impacted on others will need to be analysed with the child after it has happened. An appropriate adult who has a good relationship with the child will spend a short time unpicking the behaviour and supporting them in making a more appropriate behaviour choice in the future. All staff will clearly communicate to the child/children what the behaviour is that is causing distress, upset or injury to other people and ask them to reflect on how that makes others feel.

Behaviour at playtime and lunchtime

Our expectations for children's behaviour in the playground is that they play safely and respectfully. When their behaviour doesn't meet these expectations a staff

member may do one or more of the following **in any order**. This depends on the situation and the level of risk.

Curious: Adults will seek to understand why the behaviour is happening.

Chance: Adults will name the behaviour, remind the child of what the expected behaviour is and explain that this is their chance to change that behaviour.

Choice: Adults will remind the child of the expected behaviour and that they have been given a chance to change it. Adults will explain that the behaviour is now a choice and that if it continues it will lead to a consequence.

Consequence: Adults will explain that the behaviour has not changed or is too unsafe and that they are not meeting the expectation for behaviour at ACS. The child will be given a consequence.

Examples of consequences but this is not a definitive list

Have time to reset somewhere on the playground close to an adult

Take the child/children to see a member of SLT

Complete an educational consequence*

Given a protective consequence*

**Examples of these can be found in the Appendix*

How we record behaviour incidents

We monitor behaviour incidents using CPOMS and all staff can record behaviour onto this system. Members of SLT are alerted to all behaviour incidents on CPOMS and will contact parents sooner if they feel the incident or incidents are of a more serious nature. SLT will also discuss behaviours frequently and make decisions on protective consequences or educational consequences to support the child to understand why their behaviour is not valued and what they can do differently next time.

Targeted Support

Where behaviours are difficult/dangerous or of a persistent nature and Universal Support has not proved to be effective.

- Under certain circumstances a pupil may need to be removed from the classroom for a period of time.
- SLT/behaviour lead will carry out an observation of the pupil
- Pupil voice will be gained through an appropriate adult
- We may decide to involve external agencies for additional support with parental consent.
- A meeting with parents will be arranged
- A Behaviour Support Plan will be created and shared with parents
- The plan will be reviewed and a decision made as to whether a further plan is needed or whether more specialist support is appropriate.

Specialist Support

Where behaviours are significantly impacting the school community.

- Typically, Targeted Support will have been tried and not been sufficient or a child's behaviour may suddenly emerge (potentially due to trauma).
- External agencies would need to be consulted.
- We will carry out observations and gain information on triggers for behaviour from all school adults who are involved with the child and their parents
- Where possible, the child will also be encouraged to give their views.
- DSLs will also consider whether additional support is also needed from Children's Services.
- A meeting with parents will be arranged and this will be followed up with further review meetings.
- It is likely that a child will be removed from their classroom for either all or part of the day if their presence in the classroom presents a safety risk to other pupils or adults. In this instance, a Violent and Abusive Behaviour Risk Assessment would be carried out and shared with parents.
- A bespoke timetable or curriculum may be utilised.
- A part-time timetable may be considered.

Adaptations for SEND

Where a child has or may have a Special Educational Need as defined by the SEND Code of Practice 2014, they may present with behaviours that we have listed as not valued. In many instances, the detriment is to the child themselves. Often the behaviours can be as a result of heightened anxiety in response to the environment, situation or demands placed on the child. Occasionally, children present with challenging behaviours as a result of trauma. In both these instances it is recognised that a therapeutic approach is the most effective. In these cases, the behaviour policy will be adapted on an individual basis. The behaviours will be identified on the child's SEND plan and strategies to support them will be put in place.

Any form of discrimination

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*", is unacceptable and will not be tolerated.

Any behaviour which causes distress, offence or discriminates, such as through racism, religious beliefs and views, gender, sexual orientation, disability or bullying, is unacceptable and will not be tolerated at Alban City School.

Suspensions and Exclusions

If a serious breach of conduct occurs, a decision to suspend a pupil may be taken by the headteacher. The purpose of the suspension is to enable the school to review what is in place for a pupil to try and prevent the behaviour from reoccurring.

In rare cases, the behaviour may be significantly serious as to warrant permanent exclusion from the school (see Exclusions policy).

Review

This policy will be reviewed annually by the Behaviour Lead and should be read in conjunction with our Anti-Bullying policy, Exclusion policy and SEN policy.

Cathy Carter, Behaviour Lead
March 2025

Appendix A

Below are lists of valued and not valued behaviours we might see in school. These lists are not exhaustive or in any particular order but serve to illustrate common behaviours seen in schools.

Valued behaviour	Who might value it	Why?
Listening to adults and peers	Pupil, peers, adults	We can learn from listening to others
Walking within the school building	Pupil, peers, adults	People are less likely to have accidents if they are walking rather than running, and it helps to create a calm and orderly environment
Being tolerant of others' beliefs, cultures, views, orientations, feelings	Pupil, peers, adults	Sense of belonging and equality. Everyone is valued and respected.
Hands up to answer the adult	Pupil, peers, adults	Enables a calm environment in which everyone can share their ideas.
Talking to adults or peers to resolve disagreements	Pupil, peers, adults	People can understand how you are feeling and find out what happened.
Lining up when the tambourine is shaken	Pupil, peers, adults	People are ready to go back into the building and everyone lines up in a calm and quiet way. Some children can't cope if things feel chaotic.
Following instructions in school	Pupils, peers, adults	Keeps everyone safe. Enables learning to take place.
Completing work during the lesson	Pupils, peers, adults	Children are able to demonstrate what they have learned Teachers can identify and address misconceptions, respond to work and plan for the children's next steps
Using words and gestures that are generally accepted as being kind and considerate	Pupils, peers, adults	People are likely to feel valued and respected

Treating property and possessions carefully and appropriately	Pupils, peers, adults	Resources last longer which has cost implications
Contributing to class discussions	Pupils, peers, adults	We can learn from each other and share ideas
Showing the value of kindness	Pupils, peers, adults	It has a positive impact on everyone
Showing the value of resilience	Pupils, peers, adults	It has a positive impact on your learning and helps you to challenge yourself
Showing the value of respect	Pupils, peers, adults	Everyone feels equal, valued and fosters a sense of belonging
Showing the value of responsibility	Pupils, peers, adults	It has a positive impact on the community and environment
Demonstrating your best effort	Pupils, peers, adults	Pupils make their best effort for their learning and behaviour and it has a positive impact on the pupil and their peers.

Not valued behaviour	Who will not value it?	Why?
Any form of prejudice	Pupil, peers, adults	Certain types of prejudicial behaviours are illegal. Prejudice can significantly impact on the wellbeing of others.
Calling out	Pupil, peers, adults	Disrupts teaching Prevents other pupils from following the lesson May negatively impact peer relationships
Fighting	Pupil, peers, adults	People can get physically and emotionally hurt. Peer relationships can be

		negatively impacted
Running inside the school building	Pupil, peers, adults	We have a large number of children. There is a risk of injury, especially down the stairs or going around corners, if children are running.
Taunting/Goadng	Pupil, peers, adults	Can significantly impact on the wellbeing of others.
Not lining up when signalled to do so at the end of playtime	Pupils, peers, adults	Creates a delay in starting the next lesson Adults attending to children not lining up are therefore not supervising other children as they should
Pulling/pushing/hitting/biting/kicking/pinching etc.	Pupils, peers, adults	Is likely to cause physical injury and/or emotional distress
Shouting	Pupils, peers, adults	Can be alarming to children Can make a situation worse as escalates not valued behaviours
Name calling	Pupils, peers, adults	Is likely to cause emotional distress to others
Swearing	Pupils, peers, adults	Is likely to cause emotional distress to others
Damaging property	Pupils, peers, adults	For school possessions, if we have to pay to replace or repair items, this impacts negatively on the school budget. If another pupil's possessions are damaged, as well as the cost implication, there is likely to be distress which will impact negatively on peer relationships
Using an item to hurt someone	Pupils, peers, adults	Is likely to cause physical injury and/or emotional distress.
Taking school or peer's property	Pupils, peers,	Is likely to cause emotional distress to others

	adults	Peer relationships can be negatively impacted
Throwing items	Pupils, peers, adults	Increased risk of injury to others. Is likely to cause emotional distress to others
Low level disruption, e.g making noises, distracting others, interrupting.	Pupils, peers, adults	Disrupts teaching Prevents other pupils from following the lesson May negatively impact peer relationships
Not completing work	Pupils	May negatively impact the pupil's learning and attainment
Spitting	Pupils, adults	Is unhygienic and may cause emotional distress

Appendix B

Examples of consequences, although this is not a definitive list.

Protective consequence

- Having an adult to support a child at playtime
- Providing playtime in a different space
- A child may not be able to use a piece of equipment until they have been taught and demonstrated they can use it safely.

Educational consequence

- Discussion with an adult about the incident
- Comic strip drawing to help a child understand the event
- Working with an adult to learn why a behaviour is not valued

Restorative Approach

- Time spent with an adult for a restorative conversation
- Giving an apology to the person who was negatively impacted, either verbally or in writing
- Mending something that has been broken
- Tidying up if an area has been disrupted