

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Behaviour Policy

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors	✓		
Site Manager		✓	
Cleaners		✓	
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

This Policy is drawn up for all persons who have involvement in the School – adults and children who work here, parents/carers/guardians and governors.

Principles of Behaviour Policy

Good behaviour is essential for effective teaching and learning to take place.

Teachers have the right to teach and pupils have the right to learn.

Good behaviour must be carefully developed and supported through the promotion of high self-esteem and positive relationships. Quality learning experiences are planned to encourage high levels of pupil engagement and provide opportunities for acknowledging success and praising effort, resilience and success. Parallel to this reward system are consequences which demonstrate that negative attitudes and behaviours will also be responded to.

Children are usually capable of managing their own behaviour, therefore we expect pupils to independently manage their own behaviour. We set very clear expectations and we expect **EVERY** pupil to meet these expectations. We do this in order that **EVERY** pupil has the best chance of achieving their full potential at Alder Coppice. It also helps to develop the necessary skills of self-management in order to be successful in life!

We set clear boundaries and expectations to support children to self-manage their behaviour.

Aims of the Policy – Our Intent

- ❖ To create an atmosphere of mutual respect for all;
- ❖ To encourage independence and self-discipline based upon high expectations so that each child learns to accept responsibility for their own behaviour;
- ❖ For children to be aware of how their behaviour affects themselves and others;
- ❖ To help children to understand that they must take responsibility for their own actions;
- ❖ To help children appreciate the need for a Respect & Responsibility Code of Conduct;
- ❖ To promote care and responsibility for the environment and the property of others;
- ❖ To create conditions for an orderly community in which effective learning can take place.

Responsibilities

The Governing Board and Headteacher have a responsibility to ensure the health, safety and welfare of the children in the School. This includes making clear the expectations for high standards of behaviour. The Senior Leadership Team supports school staff in implementing the Governing Board's Behaviour Policy and associated rewards and consequences.

Direct responsibility for the School's Behaviour, Rewards and Consequences system is delegated to Mrs Randall, Assistant Headteacher.

Powers to Discipline

Teachers, Teaching Assistants and all other staff at the School with responsibility for pupils have the power to discipline pupils whose behaviour is inappropriate or unacceptable and which is not in line with the School's Respect & Responsibility Code of Conduct.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

(Please see Use of Reasonable Force Policy for further details).

Expectations

We expect all School staff to:

- ❖ Challenge unacceptable behaviour when it happens;
- ❖ Comply with all aspects of this Policy;
- ❖ To follow the rules and consequences procedures clearly and consistently;
- ❖ Treat all children fairly;
- ❖ Establish effective relationships;
- ❖ Provide relevant, stimulating and challenging work;
- ❖ Be excellent role models;
- ❖ Stay calm when dealing with unacceptable behaviour;
- ❖ Apply any Behaviour Support plans for individual pupils.

We expect Parents/Carers to:

- ❖ Support the Respect and Responsibility Code;
- ❖ Help their child to understand the Respect and Responsibility Code and that there are consequences to making the wrong choices regarding their behaviour;
- ❖ Support and promote good behaviour and attitudes to learning through their own behaviour;
- ❖ Support the School's use of consequences and sanctions when applied to their child;
- ❖ Take an active interest in their child's work, progress and behaviour;
- ❖ Provide firm but kind guidance at home to promote attitudes on which good behaviour can be based;
- ❖ Remind and reinforce that if there is a problem, their child should go to an adult straight away and not retaliate;
- ❖ Sign the School's Home-School Agreement/Charter;
- ❖ Have a positive relationship with the School.

Parents who either unable or unwilling to support the School's ethos, policies and guidelines, including the use of rewards and sanctions may need to consider other educational establishments, which may have different policies.

We expect our pupils to:

- ❖ Behave in accordance with our Respect and Responsibility Code;
- ❖ Stay Safe;
- ❖ Be Kind;
- ❖ Work Hard;
- ❖ Respond **FIRST** time, **EVERY** time;
- ❖ Understand that they are responsible for their actions and that there are consequences if they make the wrong choices;
- ❖ Show consideration towards and an awareness of others (staff, peers, community members);
- ❖ Take pride, at all times, in being an Alder Coppice pupil.

Implementation - How do we achieve these aims?

At Alder Coppice we aim to encourage children to demonstrate appropriate behaviour in accordance with the School's Respect and Responsibility Code which has three core principles.

Our Respect and Responsibility Code

Be Safe

Be Kind

Work Hard

First Time - Every Time

Respect & Responsibility Code

Be Safe

"Prevention is better than cure."

Edward Coke

- **Do as you are asked to do FIRST time, EVERY time**
 - **Do be sensible**
- **Do remember online safety in and out of School**

Be Kind

"Be kind whenever possible. It is always possible."

Dalai Lama

- **Do treat everyone with respect**

Work Hard

"Success is no accident.

*It is hard work, perseverance, learning, studying, sacrifice
and most of all, love of what you are doing or learning to do."*

Pele

- **Do try your best at all times**

First Time – Every Time

STEPS



Say the name

*“Good morning,
Mr Mandelstam”.*



Thank you

*“I had a lovely lesson, thank
you.”*



Excuse Me

“Excuse me, may I get past?”



Please & Pardon

“Could I have pizza, please?”

*“Pardon, please could you repeat
that?”*



Smile

This speaks for itself!

SLANT

Alongside Respect & Responsibility Code, children are expected to use **SLANT**. These are key learning habits which will enable the children to be more successful succeed in their application to learning. Following **SLANT** will help the children to learn more, remember more, develop self-control and demonstrate that they are polite and well-mannered to both adults and their peers.

S – Sit up straight

Children are expected to sit up straight and never slouch. Children will sit in the seat given to them according to the teacher's seating plan. When not reading or writing teachers will expect children to sit up straight, eyes front and looking at the teacher. The same rules apply to all so that it is fair.

L – Listen

One Voice Everyone Listens. This ensures that whether it is the teacher that is talking or a child that is explaining, demonstrating or asking a question everyone is listening.

A – Ask and answer questions

We want every pupil to be able to ask questions when appropriate and also to be ready to answer questions.

N – Never give up

Children are expected to demonstrate positive attitudes to their learning, including developing resilience and also to recognise failure as a further opportunity to learn **FAIL (First Attempt In Learning)**. They should always be seeking to do their best in all aspects of School life and never give up.

T – Track the speaker

Children are expected to keep their eyes on the teacher (or child) whenever they are speaking. Pupils are expected to focus on what their teacher is saying at all times, look at the board, listen and read carefully.

Children in Reception and Year 1 use a simplified version called **STAR** which introduces them to the expectations of SLANT.



SLANT

S

it up straight



L

isten



A

sk and answer questions



N

ever give up



T

rack the speaker



LEARNING CLIMATE

1

INDIVIDUAL

Silent

Focused

2

PAIRS & GROUPS

Listening...

Participating

3

WHOLE CLASS

One Voice...

Everyone Listens

Track the Speaker

IMPLEMENTATION

Day-to-day Pupil Routines

It is essential that pupils are consistently taught all the everyday routines that they are expected to complete.

On arrival at School pupils will:

- ❖ Be punctual and in class on time;
- ❖ Be in the correct uniform and wearing it with pride.

Personal Organisation and Preparation pupils must:

- ❖ Place lunchboxes and lunchtime drinks neatly in the correct place e.g. onto the class trolley;
- ❖ Check they have their playtime snack;
- ❖ Enter the classroom sensibly and settle quickly;
- ❖ Leave their cloakroom space tidy;
- ❖ Ensure any notes, slips or messages are handed in to the teacher;
- ❖ In Years 2 – 6 check that they have their Tracker and the correct equipment ready to learn;
- ❖ Complete the Registration “Do Now” Task silently.

During a lesson pupils will:

- ❖ Follow the **SLANT** rules;
- ❖ In Years 2 – 6 have their SMART Tracker on display on their desk at all times, unless asked by an adult to remove it (e.g. during an Art lesson);
- ❖ Stay focused and on-task at all times and allow others to do the same;
- ❖ Follow the Respect & Responsibility Code;
- ❖ Be an active learner and participate fully in all lessons;
- ❖ Present work according to school guidance;
- ❖ Present work to the best of their ability;
- ❖ See mistakes as steps on the road to understanding;
- ❖ Follow instructions **FIRST** time **EVERY** time, so that they are creating the right learning climate -

1 - Silent and focused individual work

2 - Partner or small group discussion (conversations stay on the task given)

3 - Whole class - One voice – everybody listens

Moving around School between lessons (i.e. PE, Collective Worship) pupils will:

- ❖ Follow instructions from members of staff **FIRST** time, **EVERY** time;
- ❖ Walk silently inside the building - no talking other than showing good manners and being polite e.g. saying thank you to someone holding a door open;
- ❖ Walk in an orderly fashion on the left hand-side of paths and corridors unless instructed otherwise.
- ❖ Use a quiet outdoor voice when moving around the outside of the building, respecting that other children are learning in classrooms.

During Playtimes

KS1 pupils will:

- ❖ Listen to and follow instructions from adults **FIRST** time, **EVERY** time;
- ❖ Leave through the cloakroom doors and up/down the steps in single file;
- ❖ Use the time just before and playtimes to go to the toilet and eat their snack;
- ❖ Play appropriate games with safe hands and safe feet;
- ❖ Use equipment safely, responsibly and with respect;
- ❖ At the end of break, stop immediately when the bell is rung and look at the speaker;
- ❖ Be silent and listen to any instructions from adults;
- ❖ When the second bell rings, walk silently and sensibly in single file back to the classroom.

KS2 pupils will:

- ❖ Listen to and follow instructions from adults **FIRST** time, **EVERY** time;
- ❖ Leave the classroom silently, walking downstairs or along corridors in single file, until they are out of the building;
- ❖ Use the time just before and playtimes to go to the toilet and eat their snack;
- ❖ Play appropriate games with safe hands and safe feet;
- ❖ Use equipment safely, responsibly and with respect;
- ❖ At the end of break, stop immediately when the bell is rung and track the speaker;
- ❖ Be silent and listen to any instructions from adults;
- ❖ When the second bell rings, walk sensibly and quietly in single file back to the classroom;
- ❖ Be silent from the time they enter the building.

Lunchtimes

KS1 pupils will:

- ❖ Listen to and follow instructions from adults **FIRST** time, **EVERY** time;
- ❖ Use an appropriate talking voice when speaking;
- ❖ Keep all areas tidy (do not drop/throw food onto the floor);
- ❖ Use the bins and dustpan and brushes provided;
- ❖ Tidy away trays and cutlery in the correct places;
- ❖ When finished eating, walk sensibly out of the Dining Room to go out to play or back to class.

KS2 pupils will:

- ❖ Listen to and follow instructions from adults **FIRST** time, **EVERY** time;
- ❖ Leave the classroom silently and walk to the Dining Hall quietly, in single file and on the left-hand side;
- ❖ Use an appropriate talking voice when speaking;
- ❖ Keep all areas tidy (do not drop/throw food onto the floor);
- ❖ Use the bins and dustpan and brushes provided;
- ❖ Tidy away trays and cutlery in the correct places;
- ❖ When finished eating, walk out of the Dining Hall quietly and down the ramp.
- ❖ Place lunchboxes and bottles carefully and neatly onto the correct trolley.

At the end of the School day pupils will:

- ❖ Check that they have everything that they need to take home i.e.
 - *Water bottles*
 - *Lunch boxes*
 - *Reading books*
 - *Homework*
 - *Spelling Books*
 - *Letters or other messages*
- ❖ Walk silently out of the School building;
- ❖ Wait with a member of staff until dismissed;
- ❖ Go straight to their adult/or straight home where permission has been given for a child to walk home alone;
- ❖ Return back to their class teacher if after leaving they cannot see or find their adult;
- ❖ Remember at all times, whilst they are wearing their uniform they represent Alder Coppice and so demonstrate respect for the local community and neighbourhood (*behaviour sanctions will be applied to children whose behaviour and/or actions out of school is not in keeping with the Respect & Responsibility Code and/or brings the School into disrepute*).

At home we encourage, wherever possible, pupils to:

- ❖ Read every day, including a wide range of materials;
- ❖ Learn and practise spellings or Phonics;
- ❖ Learn and practise times tables;
- ❖ Read and memorise information from Knowledge Organisers;
- ❖ Take responsibility for ensuring that they have their PE kit in school;
- ❖ Take responsibility for completing and returning any homework on time;
- ❖ Take responsibility for helping to ensure that they have their uniform, bag and equipment ready for School.

CONSEQUENCES & REWARDS

We believe that it is important to celebrate student achievement at every opportunity. This is done in many different ways during the School day. This may be done non-verbally with a smile, or by words of recognition throughout the teaching day. We have both a reward and consequence system.

All children are expected to keep

Our Respect and Responsibility Code

Be Safe

Be Kind

Work Hard

First Time - Every Time

Choices, Chances and Consequences

We will acknowledge children successfully keeping the Respect & Responsibility Code, equally, when children make the wrong choices concerning their behaviour and attitude they should understand that there are consequences. **Parents must understand and support this too.** Our system emphasises that children have **choices** – they will often be given a **chance** to correct their behaviour through a rule-reminder and can then make the right choice, however if they make a wrong choice they will face a **consequence**.

Teachers have the right to teach and pupils have the right to learn.

Rewards & Choices – Chances – Consequences – Reception and Year 1

Early Years/Foundation Stage

In our Early Years and Foundation Stage, pupils focus on the 3 key principles of our Respect & Responsibility Code. Every child begins each day on the Sunshine. If they demonstrate excellent achievements in one of these key areas then they will be moved to the Star above for that area.

Children who demonstrate persistently low-level behaviours will be given three warnings about this before being moved to the Raincloud below. Children who deliberately physically hurt another child or adult, use inappropriate language or demonstrate extreme behaviours will be moved to the Raincloud without warning.

Where a child has been moved to the Raincloud this will be reported to the parent at the end of the day. All children on the Raincloud will then have the opportunity to demonstrate the required behaviours and move themselves back to the Sunshine.

Children in Reception will also be able to earn stickers given for a particular focus decided upon by their teachers either daily or weekly. A child may earn more than one sticker for each focus and it will be explained to a child, why they have achieved a sticker. These are not awarded for behaviour which is automatically expected, but for behaviour which demonstrates children trying particularly hard.

Behaviour and Rewards System – Year 1

In Year 1, all children follow the School's Respect and Responsibility Code, as well as using STEPS and STAR.

Teachers will share a behaviour focus with their class. To begin with, this will be daily and then progress to weekly.

Children who demonstrate behaviour and attitudes which reflect the focus shared, will be awarded with a sticker to wear. The teacher will clearly explain why the sticker has been awarded to that child. A child may receive more than one sticker per day or week, or receive a sticker for a previous focus, if it is felt that this is appropriate. The focus will always be achievable for all children, but it should not be assumed that all children will receive a sticker. It is expected that the children should work hard to achieve a reward and that they are not awarded for the behaviours which teachers automatically expect them to demonstrate.

Teachers keep records of the focus and the children receiving stickers. This will enable them to identify children who may need additional encouragement and support to achieve their rewards.

If a child has received a sticker or stickers and there is a change in their behaviour, they do not lose the sticker – they are not removed from the child once earned.

Lost stickers will not be replaced.

All children work towards achieving an end of year certificate.

Choices - Chances - Consequences - Years 2 - 6

Running parallel to the Rewards System is a clear system of consequences. These are clearly communicated to the pupils and there is no opportunity to “earn back” once a warning or Indoor Supervision has been issued.

Unacceptable Behaviours

Where children make the wrong choices about their behaviour they must understand that there are consequences. Parents must also understand it is their responsibility to support sanctions when their child has not kept the Respect & Responsibility Code.

Actions taken will range from a rule-reminder to help the child refocus and make the right choice, to Indoor Supervision (staying in at either break-time or lunchtime) to suspension or permanent exclusion.

Some children may be given a Focus Card with targets on to help improve their behaviour. This is usually a record of how well they do in relation to 2 - 3 targets which are individual to that child.

Some children may be given a Report Card, which will involve close monitoring of a child’s attitude, effort and behaviour and seen twice daily by a senior member of staff.

Additionally, some children may have a short “time out” from their peers or from the playground. There may also be occasions where some children will either benefit from or need to spend longer periods of time away from their peers. This means that they may spend some Lesson time in a different year group, and/or have their break or lunch-times away from their year group. In some cases, complete withdrawal from the year group for a day or series of days may be implemented. This will be discussed with the parents of the child concerned.

We reserve the right to withdraw from any visit or extra-curricular club any child whose behaviour in school is not in keeping with our Respect and Responsibility Code or we consider to be a danger to either others or themselves.

Our Residential Visits have a separate Code of Conduct which parents must sign up to and as with day visits we reserve the right to withdraw from the residential visit, at any stage, including during the week away itself, any child whose behaviour in school is not in keeping with our Respect and Responsibility Code or we consider to be a danger to either others or themselves.

Other strategies, which may be specific to an individual child, individual case/behaviour or year group may be used at the discretion of the School.

Decisions Relating to Behaviour Incidents

When establishing the facts in relation to an incident, the School will apply the civil standard of proof (i.e. “on the balance of probabilities” it is more likely than not that a fact is true, rather than the criminal standard of “beyond reasonable doubt”). This means that the School will accept that something happened if it is more likely that it happened than it did not happen.

Behaviours have been categorised according to severity and consequence as below:

Category 1 – IS1	Category 2 – IS2	Category 3 – IS2
A possible verbal/written rule-reminder given followed by 1 Indoor Supervision or a direct Indoor Supervision	Possible written rule-reminder and then 2 Indoor Supervisions or 2 direct Indoor Supervisions	Automatic 2 Indoor Supervisions or multiples of. Other sanctions may also apply
Persistent incidents referred to Phase Leader	All incidents referred to Phase Leader	All incidents referred to the Assistant Headteacher responsible for Behaviour
<ul style="list-style-type: none"> ▪ Not doing as asked first time, every time ▪ Not sitting up/slouching ▪ Not listening ▪ Lack of focus ▪ Not tracking the teacher ▪ Lack of pride and care ▪ Poor effort ▪ Not completing enough work ▪ Lack of participation in lessons ▪ Giving up ▪ Disrupting the learning of others ▪ Not being polite ▪ Not being sensible ▪ Not respecting others ▪ Calling out ▪ Not taking responsibility for own actions ▪ Lack of personal organisation ▪ Not wearing uniform correctly ▪ Running around School rather than walking ▪ Not being prepared for learning ▪ Not creating the correct learning climate ▪ Not having correct books i.e. leaving Spelling Book/Reading Book at home ▪ Littering ▪ Use of inappropriate language 	<ul style="list-style-type: none"> ▪ Deliberate damage to property ▪ Deliberate and repeated breach of School Uniform/Dress Code and/or Personal Property rules ▪ Bringing confiscated items into school. ▪ Aggression ▪ Refusal/defiance ▪ Not adhering to online safety guidance outside of School which affects other children 	<ul style="list-style-type: none"> ▪ Persistent disruptive behaviour ▪ Defiance or refusal to do what a senior member of staff says ▪ Fighting/physical assault ▪ Intentional racist comments ▪ Intentional homophobic comments ▪ Intentional inappropriate language to another person ▪ Bullying (including all forms of peer-on-peer abuse) ▪ Threatening or intimidating behaviour ▪ Theft ▪ Intentional inappropriate sexual behaviour/language. ▪ Intentional inappropriate sexual harassment. ▪ Deliberate inappropriate use of School IT equipment ▪ Inappropriate use of social media/internet outside of school (which may be regarded as a safeguarding issue/incident)

Category 1 Behaviour

Step 1 – Verbal Rule-reminder or Written Rule-reminder or immediate Indoor Supervision

Children who are displaying Category 1 behaviour **may** receive a verbal rule-reminder. This could be directed towards an individual pupil, a group or a whole class.

A general whole-class rule-reminder does not need recording, but if this is followed up by a further individual reminder then this should be recorded.

Where a child does not respond to a verbal rule-reminder and continues to demonstrate the **same** unacceptable behaviour, this will be followed up by a written rule-reminder which is recorded in their Tracker in the green rule-reminder box.

“You were given a verbal rule-reminder about not using kind words. You have again used unkind words which means you now have a written reminder. This will help you to consider your actions and hopefully you will not do this again. If you choose to use these words again, this will mean you will receive an Indoor Supervision and lose your breaktime.”

In some cases, such as being unkind verbally, it may not be appropriate to give a verbal rule-reminder and therefore, this **may** be an instant written reminder.

Similarly, at the teacher's discretion, where it is felt that the child fully understands their actions, there may be an automatic Indoor Supervision.

“You have used an inappropriate name which you know is unkind, therefore I am instantly giving you an Indoor Supervision. Hopefully, you will reflect on your choice of words and not do this again.”

This will be recorded in the Tracker on the right-hand page and will include the date, the aspect of the R & R code it applies to and that this is an IS1. The child should have a cross marked into that aspect's box for the day. Staff must also ensure that this is recorded on Pupil Asset.

Step 2 – Indoor Supervision

Where a child continues to demonstrate the **same** unacceptable or inappropriate behaviour following the written rule-reminder, they will have this written in their Tracker by a member of Staff on the right-hand page. The member of staff will complete the date of the event, the issue, which aspect of the R&R Code it applies to and tick that this has resulted in the need for the pupil to attend an Indoor Supervision (IS1 – 20 minutes). The child will have a cross marked into that aspect's box for that day. The class teacher should also ensure that this is recorded on Pupil Asset.

“You have chosen not to listen again and therefore I am writing this into your Tracker and you must attend Indoor Supervision during break time today/tomorrow for 20-minutes. You must listen so that you are learning and you know what to do. If you continue to make the wrong choices, you may lose more of your break times/lunchtimes.”

Step 4 – Further instances of the same behaviour

Further instances of the same behaviour in the same Tracker week will result in further 20-minute Indoor Supervisions (IS1). These may need to take place later that week or even the following week.

“I have already given you a rule-reminder and you have lost your break-time. You have continued to make the wrong choices by distracting your peers. This means that you are not working hard and your peers cannot work hard. You will need to attend another Indoor Supervision for 20 minutes. This may help you to think more carefully about making the right choices.”

Pupils who persistently make the wrong choices and need to regularly attend Indoor Supervision must be referred to their Phase Leader/Senior Leaders for further discussions and support.

Where a child is given multiple different Rule-reminders

If a child requires a verbal and written rule-reminder about a **different** behaviour or attitude, these should continue to be written in the green rule-reminder box. Where a child reaches a total of 3 rule-reminders for any reasons within the one week Tracker cycle, this will automatically result in a 20-minute Indoor Supervision.

Category 2 Behaviour

Step 1 – Possible Rule Reminder or Immediate Indoor Supervision

Dependent upon the nature of the individual incident, some category 2 behaviours will be followed by a rule-reminder about why a pupil needs to follow that rule and the consequences if they choose not to. The rule-reminder will be recorded in their Tracker in the green rule-reminder box.

Some types of behaviour cannot be addressed by a rule reminder, in which case 2 x 20-minute Indoor Supervisions will be given immediately. It will be clear why this has been given and the aspect of the Respect and Responsibility Code not being followed as well as what will happen next if the pupil continues to make poor choices (see Step 3).

Step 2 - Indoor Supervision

Where a child continues to demonstrate unacceptable or inappropriate behaviour following a rule-reminder they will have this recorded in their Tracker by a member of staff. They will have a cross marked into that aspect's box for that day. The member of staff will also complete the date of the event, the issue, which aspect of the R&R Code it applies to and tick that this has resulted in the need for the pupil to attend 2 x 20-minute Indoor Supervisions.

Pupils who are given a 2 x 20-minute Indoor Supervision for Category 2 behaviour will also be referred to their Phase Leader and parents will be informed of the incident and consequence.

Step 3 – Further 20-minute Indoor Supervision

Where a pupil breaches any aspect of the R&R Code during the Wednesday – Tuesday Tracker review period they will automatically receive additional 20-Minute Indoor Supervisions (or multiples of these depending upon the behaviour).

Category 3 Behaviour

Category 3 behaviour is that where a sanction is issued immediately and a rule-reminder cannot be given, because of the serious nature of the incident.

Any of the Category 3 behaviours will result in attendance at 2 or more 20-minute Indoor Supervisions. The pupil will also have a cross marked in their Tracker the incident recorded along with the number of Supervisions they are required to attend as the consequence for their behaviour.

Children who demonstrate any Category 3 behaviour will also be referred to the Assistant Headteacher in charge of behaviour, Mrs J Randall.

Category 3 behaviour may also result in the child receiving additional support or pastoral care to enable them to be able to learn to understand and use strategies which will help them to manage their behaviour more effectively in future.

Some incidents of Category 3 behaviour, depending upon their severity, may also lead to a pupil receiving suspension (fixed term exclusion) from school.

Supporting children with Additional Needs

(Special Educational Need/Disabilities or children who may have other challenges affecting their behaviour)

Some of our children may have additional needs where their behaviour and/or sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of children within our school.

Children who have specific needs that preclude them from fully accessing our Respect & Responsibility Code in the same way as the rest of the School will be supported in a range of ways e.g. 1-1 support, 1-1 advice and guidance from the Pastoral Support Mentor, a Focus Card, additional guidance and support from the Phase Leader, Special Educational needs Co-ordinator (SENCO), Deputy Headteacher or Headteacher. These systems support individuals as they continue to learn about making the right choices and the consequences of their actions, but also allows them to be included in the whole school rewards system.

Children receiving this additional support will be expected to try their best and the School will balance taking into account their individual needs, whilst also considering the needs and rights of the other children in the School to learn and be safe.

Consistently poor behaviour may also be an indicator that a child has a Special Educational Need. Where members of staff feel that this is the case, it will be discussed with the SENCO and parents/carers to ensure that the pupil receives the support they may need.

Playtimes and Lunchtimes

All duty staff, including Teaching Assistants and Lunchtime Supervisors, will continue to deliver the same expectations clearly and consistently during playtimes and lunchtimes. Where appropriate, pupils will be given a verbal reminder about their behaviour and where pupils (in Years 2 – 6) do not then make the right choices, they will then receive an Indoor Supervision. On review of the incident, if the child understands the consequences of their actions, they may immediately be given an Indoor Supervision. If this applies to children in Reception and/or Year 1 the child would be moved to the Raincloud and may need “time out” or to miss a lunchtime.

Any incidents must be reported to the class teacher who will then investigate further, if required, and sign the Tracker as appropriate with either the rule-reminder or the need for an Indoor Supervision.

A pupil may be removed from the playground immediately where there has been a severe incident which has meant that they have or will put themselves and/or their peers at risk of harm. They will be taken to a senior member of staff.

We want children to enjoy safe and happy playtimes and to this end any games involving play-fighting or fighting are not allowed.

Recording and Reporting of Behavioural Issues

Recording

Where a pupil is required to attend Indoor Supervision, this is recorded on the Behaviour Log on Pupil Asset. This allows for analysis and evaluation of behaviour of individuals/groups and reasons. Child-on-Child incidents may also be recorded on CPOMS.

Reporting to Parents

Where a child has made the wrong choice, within Category 1, this will not usually, as a matter of course, be reported to parents unless it becomes a consistent and repeated pattern of concern. For all areas in Category 2 and Category 3 parents will be contacted by a member of staff.

Role of Parents/Carers/Guardians

In choosing to send their child to Alder Coppice Primary School parents are expected to support all associated policies and systems, this includes systems which reward their children and also where sanctions have been applied due to a child making the wrong choices. **Parents are expected to fully support the School when sanctions are applied to their child.**

Parents do not have the right to insist their child does not complete a sanction e.g. Indoor Supervision.

Sharing Information with Parents

Parents of children in Years 2 – 6 who have a Tracker will be given the option of whether they would like their child to bring this home once a week so that they can share together the positive Blue Comments. This will also allow the parent to see any Rule Reminders or Indoor Supervisions which have been issued. The aim of this is to have a positive partnership between home and school, so that parents can support their child and reinforce the School's policy.

It will be the responsibility of parents and children to ensure that the Tracker is returned on time, otherwise the option for the child to bring this home will be withdrawn.

Evaluation of Behaviour Log

The aim of the monitoring of the Behaviour Log is to identify any patterns or issues which may require further investigation in terms of consequence or support. We also evaluate any patterns in groups and links between behaviour referrals and any attendance and achievement issues. This evaluation is carried out by the Assistant Headteacher with responsibility for Attendance and Behaviour and the Deputy Headteacher and analysed by the Senior Leadership Team. Behaviour data is reported to the Governing Board on a termly basis.

Rewards – Years 2 - 6

Each pupil from Years 2 – 6 will have a SMART Tracker (School Merit and Reward Tracker). Every day they should keep the 3 core principles of Stay Safe, Be Kind, Work Hard.

If they have met these by adhering to the R&R Code and not having to have anything other than a rule-reminder, they will be able to award themselves a tick (Merit). If a pupil has been issued with an Indoor Supervision, they will have a cross into the box for that aspect and will not be able to count that as a Merit.

If a child is absent on that day, this should be recorded with an “A” in the boxes. No Merits will be awarded for these days.

Over the review period of a week Wednesday to Tuesday, pupils will have the opportunity to earn up to 15 Merits. Merits are then combined to form House Point Totals, which are used in the House Point League and shared with pupils. Pupils will also be able to earn tokens to place into their House Team Totalizer.

Number of Ticks (Merits)	Number of House Points
15	3
12 - 14	2
10 - 11	1
Below 10	0

The House Team with the highest number of counters at the end of each term are given an “extra” playtime. Each Year child will work towards a Year Group certificate. This will be awarded at the end of the year and be either Gold, Silver or Bronze according to the number of Indoor Supervisions they have received over the year.

Classopoly

As a part of our aim to improve punctuality and attendance KS2 children play Classopoly and this forms part of our Rewards system. Each week, classes are given a focus such as punctuality, which is monitored.

The winning class or classes are allowed to select four possible rewards from the Classopoly Board. The rewards will all vary and are initially chosen by members of our Pupil Leadership Team and approved by the Assistant Headteacher. They include a range of experiences from extra playtime to an additional favourite lesson, sports activities, reading with KS1 or those which involve treats such as biscuits or popcorn. These are added to a wheel which is spun to randomly determine their final reward for that week. The class will then be allowed to have a 20-minute slot to enjoy their reward. Classopoly rewards are changed throughout the year and are agreed with our House Team Captains and Vice-Captains.

Attendance Premier League

Key Stage 2 classes also take part in the Attendance Premier League. Classes are pitched against each other each week and points earned according to whether the class wins, loses or draws their attendance match. Each term, the class at the top of the League wins an additional break-time.

The Amazon Experience

The above awards are based on classes and year groups. In order to acknowledge individual children who attend School regularly and on time over a set period of time, there is an opportunity to be entered into a draw to win a £15 Amazon voucher. This reward is available to each class in KS2, at least twice each academic year.

Respect & Responsibility Review Lesson

Each Wednesday all Year groups from 1 – 6 have a timetabled “R&R” Session. This is a designated time for both staff and children to review behaviour, the climate for learning in the class, Y2 – Y6 Trackers and also to allow time for individuals and the class as a whole to reflect on behaviour and attitudes during the past week.

In addition, this time may also provide children with the opportunity to practice the retrieval of key knowledge including times tables, key words, and information contained in Knowledge Organisers.

Staff will sign each pupil's Tracker and take the opportunity to write positive messages in the blue box, as well as re-enforce messages regarding any rule-reminders given. It will also provide an opportunity to discuss an aspect of the Respect and Responsibility Code in greater detail and to explore the attributes and skills we expect pupils to show.

Senior Leaders and Phase Leaders will also use this time to visit their classes and monitor Trackers.

Children will also get together each week to add their counters to the Totalizer and to reflect on matters such as Behaviour and Attendance.

Suspension and Permanent Exclusion

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is appropriate.”

(DfE exclusion for maintained schools – 2012)

“All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.”

*Behaviour in Schools – Advice for Headteachers and school staff
September 2022*

In serious cases, where children present a safety risk to either themselves or other children, or where children have constantly disobeyed School rules this may result in either:

- Suspension or
- Permanent exclusion.

Suspension

In severe cases of a breach of school discipline a pupil may be given a fixed-term suspension. This will mean the pupil remaining at home for a period of time. The pupil will be given work to complete at home. The pupil will be required to attend a re-integration meeting with their parents and the Headteacher, appropriate Phase Leader and class teacher prior to being re-admitted to school.

Types of Exclusion

Suspension

Suspension means that a child is not allowed to attend school for a specified period, with a date given for his/her return.

Headteachers may suspend a pupil for up to 45 school days in any school year.

Lunchtime Exclusion

Lunchtime exclusion means that a child cannot attend school for a lunchtime. Each lunchtime exclusion counts as if they were excluded for half a day, although the child is allowed to attend the afternoon session. A child can be excluded for up to 45 days in a school year.

Permanent Exclusion

This means that a child can no longer attend the School and his/her name will be removed from the School Roll.

For permanent exclusions, the Local Authority will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the School will work together to arrange suitable full-time education to begin from the first day of the exclusion.

Reasons for Suspension

A suspension, where a pupil is temporarily removed from the School, is an essential behaviour management tool, set out in the School's Behaviour Policy. A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in an academic year. A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the School's Behaviour Policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

During a suspension the pupil will still receive education provision through work set by the School. This may be in the form of work given in booklets, online via remote learning, email, or through Oak National Academy.

The law does not allow for extending or "converting" a suspension into a permanent exclusion.

The following are examples where suspension may be used as a sanction:

- ❖ Failure to comply with an instruction given by a senior member of staff;
- ❖ Persistent failure to follow the School's Respect and Responsibility Code;
 - ❖ Persistent defiance or disruption;
 - ❖ Denying others access to learning;
- ❖ Repeated or severe sexist, homophobic or racist bullying;
 - ❖ Repeated or severe bullying, including cyber bullying;
 - ❖ Social Media abuse;
 - ❖ A serious assault/fight;
- ❖ Persistent failure to follow the Alder Coppice Uniform and Property Policy;
 - ❖ Breaches of health and safety rules;
 - ❖ Deliberate serious damage to school property;
- ❖ Serious breaches of the School's Computing/Internet Acceptable Use Policy;
 - ❖ Possession of illegal substances and/or alcohol related items/offences;
 - ❖ Sexual misconduct;
 - ❖ Making a false allegation against a member of staff;
 - ❖ Theft.
- ❖ Where a child's behaviour outside of school may bring the reputation of the School into disrepute

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Reasons for Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school. Reasonable steps will be taken to ensure that work is set and marked on return for pupils during the first 5 school days where the pupil is not attending alternative provision

These may include

- ❖ Physical assault against a pupil
- ❖ Physical assault against an adult
- ❖ Verbal abuse or threatening behaviour against a pupil
- ❖ Verbal abuse or threatening behaviour against an adult
- ❖ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a School's Behaviour Policy
 - ❖ Supplying an illegal drug on school grounds
 - ❖ Use of or under the influence of an illegal drug
 - ❖ Bullying
 - ❖ Racist Abuse
- ❖ Abuse against sexual orientation or gender reassignment
 - ❖ Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Decision to Exclude

When establishing the facts in relation to a suspension or permanent exclusion the Headteacher will apply the civil standard of proof (i.e. "on the balance of probabilities" it is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". This means that the Headteacher will accept that something happened if it is more likely that it happened than it did not happen. *(Pg 11 DfE Guidance on Suspension and Exclusion)*.

When considering the use of exclusion, the Headteacher will have due regard to a child's special educational needs and/or disabilities. The Headteacher will also consider guidance from the DfE including the National Standard List for Reasons for Exclusions. (Appendix 2)

Parents will be informed of the reasons for a child's exclusion and also of the process they may follow if they wish to appeal against the decision to exclude e.g. to the Governing Board.

The Governing Board it-self cannot exclude a child or extend the period of an exclusion.

Discipline beyond the School Gate

The School expects very high standards of behaviour from all pupils when on visits out of school, both for day visits and also Residential Visits. A specific Code of Conduct for Residential Visits has to be signed by parents in order for their child to attend.

Sanctions can be applied by the School to children whose misbehaviour out of school at anytime is deemed to bring the School into disrepute and may, therefore, damage the reputation of the School.

The 2022 DfE Behaviour in Schools document clearly states that the Law allows teachers to have the power to discipline pupils for misbehaving outside of the School premises “to such an extent as is reasonable”.

Staff may discipline pupils for misbehaviour when the pupil is:

- ❖ taking part in any school-organised or school-related activity; or
- ❖ travelling to or from school; or
- ❖ wearing school uniform; or
- ❖ in some other way identifiable as a pupil at Alder Coppice Primary School.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- ❖ could have repercussions for the orderly running of the School; or
- ❖ poses a threat to another pupil or member of the public; or
- ❖ could adversely affect the reputation of the School.

In all cases of mis-behaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Sanctions will be as outlined in this Policy for in-school related issues.

Behaviour deemed to be of a criminal nature will be referred to the Police.

Confiscation of items not allowed in school

We request the active support of all parents in helping ensure that children do not bring onto School premises anything which could cause danger to either themselves or others. Any child who brings a knife, penknife or other offensive weapon to School may be suspended or permanently excluded.

Should a child be found to have an item which is banned from school, such as a Smartwatch or mobile phone, this item will be confiscated by an adult. This item will be logged and then locked in a secure place. The item will need to be collected by a parent at a specified date and time, usually at the end of that school week or the last day of the following week.

Parents should ensure that children do not bring inappropriate items into school.

School Policy relating to Behaviour, Rewards, Sanctions, Acceptable and Unacceptable Items

Up-to-date information and changes relating to School Policy are published in the Numbered Letters and the School Handbook for the appropriate academic year and on the School Website.

Any issues/concerns/queries relating to behaviour, rewards and sanctions should be taken up with Assistant Headteacher, Mrs J Randall.

Parents are advised to check the School Website any updated information or consult the Uniform, Property and Confiscation Policy for further details.

Searching

School staff can search a pupil for any item if he/she agrees. The Headteacher and staff authorised by him, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Stolen items;
- Mobile phones;
- Other technology which connects to the Internet e.g. Smartwatches, fitbit;
- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Tobacco, cigarette papers and vapes;
- Fireworks;
- Inappropriate images/material;
- Any article that the member of staff 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 child);
- PRIME Drinks
- Money (Other than that on days when it is permitted, i.e. Charity Days).
- Children should not bring in any items to school with the purpose of selling them to other children (except when given permission as part of a whole school event e.g. Charity Market Stall Day)
- Anything banned in the School rules.

This list may be added to at any time during the academic year.

Inclusion & Equal Opportunities

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment or sexual orientation. If an incident of discrimination takes place it will be reported to a senior member of staff.

Statement on Racial Harassment

Definition

Racial harassment is a form of racist behaviour, which uses intimidating threats or causes offence, by oral, physical or written insult or innuendo, depending for this effect upon the supposed superiority of one ethnic group over another. Racial harassment is the unfair treatment of an individual or a group purely on the basis of their race.

It may take the following forms:

- name calling;
- inappropriate jokes;
- derogatory remarks;
- teasing/taunting;
- making fun;
- being/feeling left out;
- physical violence;
- attack on property;
- offensive graffiti;
- incitement to racism.

Dealing with Incidents

All incidents that may be of a racist nature will be investigated by Assistant Headteacher, Mrs Randall or the Deputy Headteacher. Where appropriate, parents of all parties will be invited in to discuss the matter and the incident will be recorded in the Reporting of Racist Incidents Logbook.

Bullying

Definition of Bullying

Bullying as a **repeated** action is the wilful, conscious desire to hurt, or threaten or frighten someone else. Bullying can take place in person or online.

Bullying usually has three common elements:

- it is deliberately hurtful behaviour;
- it is repeated often over a period of time;
- it is difficult for those being bullied to defend themselves.

Bullying actions can be

- physical - unwanted physical contact, pushing, kicking, hitting, pinching, any form of violence, threats. It may also include damage to property.
- verbal - calling names, spreading rumours, persistent teasing.
- emotional - tormenting, threatening ridicule, humiliation, leaving out of groups or activities.

Statement of Intent

It is our intention to work hard to prevent bullying and create an environment that does not tolerate the oppression of one person by another.

As a caring community, we call on all partners, teaching staff, support staff, pupils, parents and governors to support us in our campaign against bullying.

(Please see separate Anti-Bullying Policy for further details).

Child-on-Child Abuse

All staff are aware that children can abuse other children and that this can be inside and outside of school as well as in person and online. Child-on-child abuse may likely include, but may not be limited to the following:

- bullying, including cyberbullying or that which is prejudice-based or discriminatory
- abuse in intimate relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or other physical harm.
- The facilitation or encouragement of physical abuse online
- Sexual harassment or sexual violence
- Consensual and non-consensual sharing of nude and semi-nude images
- Initiation/hazing type violence and rituals

All staff understand the importance of challenging inappropriate behaviours between children in order to create a culture of respect for everyone. Any concerns regarding child-on-child abuse are referred to the Designated Safeguarding Leads.

Further information can be found in the School's Safeguarding and Child Protection Policy.

Conclusion

We aim to try and help children to resolve problems and arguments, without them resorting to verbal or physical violence. Adults in School, and parents at home, have a responsibility to show children that there is a better way of dealing with problems.

Through our Rewards and Consequences system we aim to develop in all pupils the habits of self-discipline, kindness and responsibility.

We expect children to show respect, consideration and care for each other, adults and the environment. We want Alder Coppice Primary School to be a place where children feel happy, secure and enjoy coming to School.

Appendix 1

Other times when the children may be given things which are not rewards but are prizes or gifts include:

- ❖ Foundation and Key Stage 1 acknowledgement of birthday – sticker. In Nursery, cake will also be shared.
- ❖ All classes will have an Advent Calendar. All children will have the opportunity to open the calendar, but there will be no food or “reward/treat” attached.
- ❖ Father Christmas delivers presents to children in Foundation Stage and Key Stage 1.
- ❖ Christmas parties will usually include games and activities where food is a prize.
- ❖ Nursery children receive chocolate treats following a visit from the Easter Bunny.
- ❖ Easter Egg competition – Easter eggs given as prizes for winning categories.
- ❖ Children in Key Stage 1/2 will receive a Birthday Card designed by another pupil.
- ❖ Children may bring in food for their class (which must be nut free) following a birthday or holiday. These may be given out at the end of the day to those children who would like them to eat at home.
- ❖ During Residential visits, children who are away from home and whose birthday is during that visit, may receive a small birthday gift to recognise this.
- ❖ Christmas Cards – Staff teams will all sign cards which may be the result of a design competition by the children, or may incorporate a class photograph.
- ❖ From time to time, Kitchen staff may give small items to children as part of catering promotions.
- ❖ At the end of an academic year, teachers may give a gift of a card or poem from the team. This may include a photograph of a special memory from the year.
- ❖ As part of Classopoly members of the Pupil Leadership Team will suggest rewards for the winning classes and these will be voted on by the successful class. This may include curriculum related activities, extra playtimes or food. This will be overseen by the Assistant Headteacher in charge of Behaviour.

Staff do not sponsor individual children for events in or outside of school.

Appendix 2 - National Reasons for Exclusion

1. Physical assault against a pupil

This includes fighting, violent behaviour, wounding, obstructing and jostling.

2. Physical assault against an adult

This includes violent behaviour, wounding, obstruction and jostling.

3. Verbal abuse/threatening behaviour against a pupil

This includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and being in possession of an offensive weapon, a replica or toy weapon or knife or anything else that can be used as a weapon or that can be used to cause others harm.

4. Verbal abuse/threatening behaviour against an adult

This includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and being in possession of an offensive weapon, a replica or toy weapon or knife or anything else that can be used as a weapon or that can be used to cause others harm.

5. Bullying

This includes repeated and deliberate verbal, physical homophobic bullying and racist bullying.

6. Racist Abuse

This includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying and racist graffiti.

7. Sexual Misconduct

This includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying and sexual graffiti.

8. Drug and Alcohol Related

This includes the possession of illegal drugs or substances, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse.

9. Damage

This includes damage to school or personal property belonging to any member of the School community; vandalism, arson or graffiti.

10. Theft

This includes stealing school property, stealing personal property (pupil or adult), stealing whilst on a school visit, selling or dealing in stolen property.

11. Persistent Disruptive Behaviour

This includes challenging behaviour, disobedience, persistent violation of school rules, the Home-School Charter and the Respect & Responsibility Code.

12. Other

This includes incidents which are not covered by the categories above.