

Behaviour Procedures – Altarnun Primary

All staff working within Altarnun Primary School have a team approach of collective responsibility for behaviour (both positive and negative) regardless of which child is in which class. We recognise that ALL the children can turn their behaviour around and that once there has been a consequence they are entitled to a “Fresh Start” and a smile.

The teachers at Altarnun Primary School will use approaches that aim to promote positive learning behaviour and an appropriate emotional climate in the classroom. These approaches will:

- Be positive – emphasising expectations, not negative behaviour
- Be centred on effective relationships between pupils, and between pupil and teacher
- Value and reward behaviour that maximises pupil learning
- Set attainable targets for behaviour, based on individual pupils' circumstances
- Be relevant and be consistently applied to all pupils at all stages.
- Recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Rewards

Whole School Reward System: ‘Dojos’

Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and are linked to the school values. When awarding the Dojo the member of staff should reinforce the good behaviour e.g. ‘You can have a Dojo for waiting so patiently’. **House points:**

To encourage team work and promote collaboration, at Altarnun we use a house system as an extra incentive to maintain and improve pupils’ attitudes, behaviour and learning. There are four house teams, all of our children have a house team allocated to them and can earn points for their team.

House points can be awarded by displaying:

- Care in Presentation: work (neat writing and presentation) and a pride in wearing their uniform correctly.
- Completed homework tasks.
- Good attendance and punctuality
- General organisation, for example remembering PE kits, books, homework etc.
- Participating in house events such as quizzes, sports competitions and so on.
- Representing the school well at external events and activities, such as trips, sporting fixtures or musical events.
- Collaboration at playtime and lunchtime and throughout the school.

Superhero Praise Ladder:

- Good self-regulating/following instructions/doing their best will gain steps up the ladder throughout the day.
- When reaching the top of the ladder a stamp will be awarded.
- When a line of stamps has been achieved (5) pupils will earn a treat from the praise box.

Certificates

A weekly 'Celebration' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Attainment, Achievement or followed the school values. Parents are invited to attend.

Sanctions

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system of sanctions to record and respond to unacceptable behaviour; the sanction ladder is clearly displayed in all classrooms. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENDco and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why their behaviour is not acceptable. Express your **displeasure with the action and not the child**. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the behaviour, this may lead to isolation or permanent exclusion. However, as a general rule for minor incidents, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

Sanction Ladder

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| Step 1 Teacher Strategies | Polite but firm request. Reminder of school values. Remind as a group/table or a specific child (Quality First Teaching). Consider repositioning/separating. |
| Step 2 'This is your warning...' | Record the warning visually on the chart. State clearly once where you would like the child to improve in relation to the school values |
| Step 3 'This is your final warning...' | Use the agreed phrase, 'This is your final warning.' Remind the child that if their behaviour does not change then they will work alone on a table to reflect |
| Step 4 Sanction Time Out A | Behaviour has not changed; therefore, child is placed alone at a table in class |
| Step 5 Sanction Time Out B | Behaviour has not changed, therefore child is removed and placed in a partner class (recorded on My Concern). If a child does not complete step 5 then move to step 6. If steps 1-5 are followed as regular occurrences a child need to be moved to step 6. |
| Step 6 Time out C | Child escorted to SLT or collected. The child has 20 minutes working alone. Parents are telephoned and invited into school. Child is reminded of the code of conduct and school values. If this occurs twice move to next step. |
| Step 7 | Teacher completes a Behaviour Assessment Profile to identify areas of strength and concern. Meeting with parents/child to agree behaviour targets, sanctions and rewards linked to the plan. The plan will be reviewed fortnightly. |
| Step 8 Behaviour Contract | A last step before exclusion. Clear specific rules which the child must uphold in order to remain in school. Further sanctions an immediate consequence of breaking the contract. This will be reviewed daily and involve close parental involvement. |
| Step 9 Internal Exclusion | Child has no contact with own class or classmates. No access to playground, extra-curricular or enrichment activity. Parents may be asked to support the child in school and will be informed of the likelihood of exclusion. |
| Step 10 Fixed short-term exclusion | Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 2 weeks. Up to 5 days per term. |
| Step 11 Fixed long-term exclusion | Following Government Guidance. Upon return to school or if reinstated child stays on Behaviour Contract for a minimum of 10 weeks. Up to 45 days per year. |
| Step 12 Permanent exclusion | Following Government Guidance. Serious incidents need to be treated on an individual basis and investigated. In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence. These may include: serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; carrying an offensive weapon; serious deliberate damage to school property. |