

Behaviour Procedures: Altarnun Primary School

September 2021-2022

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 encourage the pupils to:

- Be Safe
- Be Respectful
- Be Ready

These approaches will:

- Be centred on effective relationships between pupils, and between pupil and teacher in a positive manner that values and maximises pupil learning (emphasising expectations, not negative behaviour)
- Be relevant and be consistently applied to all pupils at all stages. Setting attainable targets for behaviour, based on individual pupils' circumstances
- Recognise that effective conditions for learning: Wave one quality teaching (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.
- Support children with naming emotions driving their behaviours (Emotion Coaching)

1. Rewards and Consequences

Individual Reward Systems:

We praise and reward children for good choices, behaviour and achievements linked to our ICARE values in a variety of ways:

- staff congratulate children verbally
- staff give children 'DoJos' with termly rewards and celebration
- lunchtime staff reward positive behaviours at lunchtimes
- staff nominate children for 'Principal's Award' certificates, given out at the weekly praise assembly

I CARE because I am...



- class specific celebrations (stage and age related - praise ladders/STAR)

Collaborative Reward Systems:

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 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.
- 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.

Consequences:

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. The consequence depends on the Key Stage of the child. We employ each consequence appropriately and proportionately to each individual situation. Examples include but are not limited to:

- We expect children to listen carefully to instructions and each other. If they do not do so, we support them to make the correct choice.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task or spend part of their playtime completing it.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- The school does not tolerate children threatening or hurting others. If a child threatens or hurts another pupil, the stage/age of the pupil and individual situation is considered by the Class Teacher and Principal.
- If a child is repeatedly sent to the Principal as a consequence the Principal informs the parents (via phone) and discusses strategies to improve behaviour. If the behaviour continues the Principal meets the parents to discuss the issue further in a formal meeting.

- Depending upon the severity of the incident/s, in some cases the consequence could result in an 'exclusion' (this may include 'internal' exclusion e.g. within Altarnun, or an 'external' exclusion e.g. not at school) .

When consequences are applied, children are supported to reflect on their behaviour. Express **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 consequences or continue with the behaviour.

2. Role of the staff

It is the responsibility of the class teacher to ensure that the school expectations are adhered to in their classroom lessons, playground, and that their class behaves in a responsible manner during all school related activities such as clubs and trips.

However, if a child misbehaves repeatedly in class, making poor choices, the class teacher keeps a record of all such incidents via MyConcern. In the first instance, the class teacher deals with incidents him/herself in the normal manner as agreed:

- verbal reminder of appropriate choices
- if action repeated - reflection time (amount dependant on child and behaviour)

During reflection time, and to ensure that all pupils are supported to make correct choices in the future, all staff will:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others, especially teaching and learning time.
- Provide every opportunity for children to demonstrate positive behaviour and praise accordingly.
- Allow early involvement of parents, line managers, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

However, if behaviour continues, the class teacher seeks help and advice from the Principal/Senior Teacher.

The lunchtime supervisors uphold the school behaviour policy whilst the children are in their care, reporting all concerns and incidents to the class teacher.