

St Alban's C of E Academy



Behaviour and Discipline School Policy

At St Albans we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure. Everyone within our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same and our overall aim is to teach children to be **ready, respectful, thoughtful and considerate** to themselves, others and the environment. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

Our Christian distinctiveness is purposefully threaded and woven throughout our curriculum, to enable our children to flourish both within school beyond into the wider world (*I have come that they may have life, and have it in all its fullness. John 10:9-10*) For example, across our school, one of our values is friendship and we celebrate this by ensuring that the children understand what it means to be kind and considerate children look after each other as a family. Children will develop an understanding of our value of justice through an understanding that we are all unique and treat each other equally and with respect.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke individual positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour (Appendix A).

Aims and expectations

We aim to:

- Positively encourage and recognise acts of respect and consideration to others in school, the community and in future life.
- Establish a set of rules, agreed and followed by all by promoting good relationships.
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments
- Teach appropriate behaviour through positive interactions and interventions
- Create an atmosphere of hard work, commitment and responsibility, which will develop self-discipline.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school, local and wider community.

Recognition for effort and attainment

We recognise and reward learners who do the right thing and are models of our standards. Our staff understand that at St Alban's, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include:

- Positive praise for actively showing the school values and expectations – each pupil is rewarded with individual Dojo points to celebrate their positive contributions to our school values of justice, friendship, trust, thankfulness, perseverance and forgiveness.
- recognition mechanism in the classroom – A recognition board which celebrates the individual achievements as they achieve their Dojo belts. At each milestone, the pupils move up the positive pyramid which recognises their achievement and they are also rewarded with positive consequences (Appendix B)
- The class will work together on a collective Dojo total to achieve a class reward at the end of Autumn Spring and Summer term. This encourages the children to work as a team and support each other to focus on gaining individual points to build the collective total. (Appendix B)
- Attendance rewards
- Verbal, specific praise
- Stickers
- Sharing work with other adults across school
- Receiving the Star of the Week award.
- Receiving a Learning Bee certificate
- Headteacher's Stickers
- Positive messages home for behaviour that is a 'Proud of You' moment. (Please see Appendix C for certificates)

Star of Week award

Our 'Star of the Week' award is awarded in Praise Worship on a Friday. This is where one child from each class will be chosen for the award. The child will have consistently gone "above and beyond" in our school expectations and Christian values during the week and may have been recognised by their class teacher or their peers. The children are celebrated during Praise worship and they receive a certificate from the Head of School or Deputy Headteacher. Parents are invited in to celebrate their child's achievement and children then take their seat, pride of place, on "the best seats in the house" for the duration of the worship.

Dojo Points

Each child from Reception to Year 6 individually collects Dojo points for positive contributions to our school expectations and values. Each day pupils may receive Dojo points for positive behaviour which also includes excellent uniform, attendance and for high aspirations both in and outside of school. When the children reach different milestones, they receive different positive consequences. The class also work collectively to a given target in each term to receive a class reward. This is to encourage collaborations and positive support from peers to make the correct choices towards our school expectations.

Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed whilst praising the positive behaviour wanted. Children are held responsible for their behaviour and their choices, and staff will deal with behaviour and choices without delegating. Staff will use the steps in behaviour (See Appendix D) for dealing with poor conduct. Steps should always be followed through with care and consideration, taking individual needs into account where necessary.

Behaviour steps should be followed as below, using the child's name, a gentle and calm approach, at child level and with eye contact.

1	Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2	Reminder	A reminder of the expectations, of being ready, respectful, thoughtful and considerate, delivered privately wherever possible. No longer than 30 seconds. Repeat reminder if necessary and aim to deescalate the behaviour here.
3	Caution	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing.
4	Time Out	Give the child a chance to reflect away from others in the reset area or an area that the child responds to but in clear sight of an adult. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. In general, five to ten minutes should be enough. After this, it should reset the expectations. If this step is unsuccessful, or if a child refuses to go to take a time out and is disturbing theirs or others learning, then the child will be asked to leave the room/playground with the teacher/TA to a breakout area. If appropriate, The Phase Lead will become involved, and this time and the reset time will be in the phase leaders classroom.
5	Reflect and Restore Recorded and kept to share if needed.	To take place at an appropriate time after the 'time out'. This will be to reflect and restore. The child will have a simple dialogue to reflect on their behaviours and move forward from this. (appendix E) The dialogue with the child will include: What happened? What were you feeling at the time? Who has been affected and how did they feel? What should we do to put things right? How can we do things differently? Teachers may scribe the form for younger children but this should be completed by the child where this is within their capability.

		<p>Teachers will work review the behaviours of children within their class and ensure that they monitor the triggers for individuals. Where timeout is being needed more regularly, class teachers will discuss this and share the reflect and restore forms with parents. These will be shared with phase leaders and to Head of school if patterns cannot be identified and where behaviour does not improve.</p>
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Special Educational Needs

The SENCO liaises with external agencies, as necessary, to support and guide the progress of children on the SEND register. The class teacher will discuss the needs of a child with the SENCO or member of SLT who will then make a referral to the education social worker or LEA behaviour support service.

The role of the Head of School

It is the responsibility of the Head of School, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to directors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head of School keeps records of all reported serious incidents of misbehaviour.

The Head of School has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school directors have been notified.

The role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain our school values and expectations on the school website, and we expect parents to read these and support them.

We expect parents to support their child’s learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour.

If the school has to use reasonable sanctions to counsel a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they

should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Directors

Directors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The directors support the Head of School in carrying out these guidelines. The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but directors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

Fixed term and permanent exclusions

Only the Head of School has the power to exclude a pupil from St Alban's. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School may also exclude a pupil permanently. It is also possible for the Head of School to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Head of School suspends a pupil, he/she must inform the parents immediately, giving reasons for the suspension. At the same time, the Head of School makes it clear to the parents that they can, if they wish, appeal against the decision to the directors of the trust. The school informs the parents how to make any such appeal.

The Head of School informs the LEA (Local Education Authority) and the governing body about any permanent exclusion, and about any fixed-term suspension beyond five days in any one term.

Directors themselves cannot either exclude a pupil or extend the exclusion period made by the Head of School.

The directors have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the directors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the directors' appeals panel decides that a pupil should be reinstated, the Head of School must comply with this ruling.

Monitoring of behaviour

The Head of School monitors the effectiveness of this policy on a regular basis and also reports to the rest of SLT on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a behaviour log of incidents of misbehaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal/written details of any incident to the class teacher. The incidents are recorded on the school behavioural tracking system and Reflect and Restore forms are collected centrally.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the directors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see anti-bullying policy.

Use of force or restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE January 2015: Behaviour and Discipline in Schools. Teachers in our school do not use any form of physical punishment. Staff can intervene physically to restrain children to prevent injury to a child or staff member, or if a child is in danger of hurting him/herself or to prevent damage to property. The actions that we take are in line with government guidelines on the restraint of children. Two members of St Alban's staff are trained to physically restrain children in line with TEAM teach training. These staff members are Mrs Wooldridge and Mrs Abbiss.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Child on Child Abuse including Bullying

We aim to prevent Child on Child Abuse, by developing a school ethos in which child on child abuse and bullying are regarded as unacceptable. We aim to produce a safe and secure environment where all can learn without anxiety, free of sexual harassment, sexism and child on child abuse. Please see the school's "Child on Child Abuse including Bullying Policy for more information.

<https://www.stalbansceacademy.com/information/policies>

Review

The Head of School reviews this policy annually. They may, however, review the policy earlier than this, if the government introduces new regulations, or if the directors or trust receives recommendations on how the policy might be improved.

Appendix A

St Alban's C of E Academy

Individual Behaviour Plan

Pupil Name:	Class: Year ?
Date plan starts: Date of next review:	Staff working with the pupil:
Challenging behaviour	Targets We are working towards: 1. 2. 3.
Strategies for positive behaviour	Triggers
Reactive strategies	Support after an incident:
Crisis Management Plan:	
Parent name: Parent signature: Date:	Staff name: Staff signature: Date:

Appendix B

Positive consequences



St Alban's Positive Consequences



<u>Number of points</u>	<u>Coloured belt</u>	<u>Individual Reward</u>	<u>Class Reward</u>
25	Red	The great escape – the egg hatches!	End of Autumn – Earn 2000 points - a popcorn party with a film
50	Orange	Upgrade your Avatar!	
75	Yellow	VIP seat for the day	
100	Green	Hot Chocolate with Mrs Wooldridge	
150	Blue	15 minutes iPad time	End of Spring – Earn 4000 points – a visit to the library and park
200	Purple	Outdoor learning time and another avatar update	
250	White	30 minutes to visit a class of your choice.	
300	Black	Job Squad – select a job or jobs of your choice to be a role model in.	End of Summer – Earn 6000 points – a fun day on the playground

Each belt will also get a positive postcard home in the belt colour achieved.



Appendix C

Certificate examples



Appendix D

Steps in Behaviour

1	Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2	Reminder	A reminder of the expectations, of being ready, respectful, thoughtful and considerate, delivered privately wherever possible. No longer than 30 seconds. Repeat reminder if necessary and aim to deescalate the behaviour here.
3	Caution	A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing.
4	Time Out	Give the child a chance to reflect away from others in the reset area or an area that the child responds to but in clear sight of an adult. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. In general, five to ten minutes should be enough. After this, it should reset the expectations. If this step is unsuccessful, or if a child refuses to go to take a time out and is disturbing theirs or others learning, then the child will be asked to leave the room/playground with the teacher/TA to a breakout area. If appropriate, The Phase Lead will become involved and this time and the reset time will be in the phase leaders classroom.
5	Reflect and Restore Recorded and kept to share if needed.	To take place at an appropriate time after the 'time out'. This will be to reflect and restore. The child will have a simple dialogue to reflect on their behaviours and move forward from this. (appendix E) The dialogue with the child will include: What happened? What were you feeling at the time? Who has been affected and how did they feel? What should we do to put things right? How can we do things differently? Teachers may scribe the form for younger children but this should be completed by the child where this is within their capability. Teachers will work review the behaviours of children within their class and ensure that they monitor the triggers for individuals. Where timeout is being needed more regularly, class teachers will discuss this and share the reflect and restore forms with parents. These will be shared with phase

		leaders and to Head of school if patterns cannot be identified and where behaviour does not improve.
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Appendix D

Reflect and Restore

Reflect and restore



Name: _____ Class _____

Date: _____

Draw (think about what happened)
What did I do wrong?
How did it make you feel?
What made you feel like that?
How are you feeling now?
Who did your actions affect?
What could you have done differently?
What do you need to do to put things right?
Agreed next <u>steps</u>