

ALFRED STREET JUNIOR SCHOOL

Behaviour Policy

We expect high standards of behaviour from all our children. This is reflected in our Behaviour Policy, which acknowledges good behaviour and provides a structured system for responding to inappropriate behaviour. It is based on a code of behaviour called The Alfo Way.

The Alfo Way

At Alfred Street Junior School all children, parents, carers, staff and visitors will treat each other in a fair and equal way.

We will:

- *Be good listeners*
- *Speak respectfully*
- *Follow instructions*
- *Work hard*
- *Look after things*
- *Be safe*

Merit Points

The Merit System is an award system to enable good behaviour to be recognised and rewarded. Merit points will be awarded daily to children who behave well. The merit points will lead to certificates for 25, 50, 75, 100 points and so on. At the end of the year, pupils with 100% attendance, who have not lost any merit points, will receive a special award. Certificates will be awarded in Friday Assembly.

Inappropriate Behaviour and Sanctions

Behaviour that breaks the Alfo Way is considered to be inappropriate.

Response to inappropriate behaviour will be as follows;

Children who behave inappropriately will initially receive warnings.

These will lead to

- loss of privileges,
- being required to write letters of apology
- completing a "what I should have been doing" sheet
- loss of Merit Points,

Serious or persistent inappropriate behaviour – Report Cards

Children whose behaviour is more serious, e.g bullying, violence, disrespect to adults, racist incidents, may be placed on report. The report system provides for a child to be monitored in both lesson and unstructured time for a week.

The system is as follows:

- Yellow card - indicated where the child has broken the Alfo Way. The child must gain 85% positive comments or the report will be repeated. Failure to achieve 85% twice will result in a red card.
- Red Card - issued for a repeated offence within one month of the yellow card, or for very serious offences.
- BreakTime Card - available for children who have problems behaving in unstructured time. This card can be used as a supportive measure to prevent poor behaviour, rather than as a response to poor behaviour.

Before a child is placed on report, a member of the leadership team must give authorisation. When a child is placed on report, the teacher must inform the child's parents.

Exclusion

Pupils whose behaviour causes persistent disruption or whose behaviour is a risk to the safety of themselves or others, may be given a fixed term exclusion.

Pupils who have been on Red Report and have committed the same inappropriate behaviour within one month may be given a two day fixed term exclusion.

Where a child is excluded, a meeting with the parents and child should take place on the morning of the child's return. At that meeting, expectations of the child should be made clear. The child may also be asked to sign a Behaviour Contract.

Where a child's behaviour presents a serious risk to the health and safety of self and/or other members of the school community, the headteacher may decide to permanently exclude the child.

Behaviour Contract

This contract between the school and the child is a statement, signed by child and headteacher, in which the child agrees to abide by the Alfo Way and recognises that failure to do so may result in further exclusion

Only the headteacher can exclude a child, see e.g. The Offensive Weapons Policy.

Parental Involvement

Where there are concerns about a child's behaviour, parents should be involved. This can be through telephone calls, letters home (See appendix) or meetings with parents.

Recording Serious Inappropriate Behaviour

Records of bullying, racism and other serious inappropriate behaviour will be kept in the pupil's file, with copies kept by the assistant head responsible for pastoral care. Where appropriate, such incidents will be reported to the LA.

Guidelines on Behaviour

The guidelines below provide strategies for the support and development of positive behaviour. They outline inappropriate behaviours and appropriate, effective responses.

GUIDELINES ON BEHAVIOUR

<i>Behaviour</i>	<i>Strategies</i>	
<ul style="list-style-type: none"> • To prevent behaviour problems from occurring. 	<ul style="list-style-type: none"> • Good classroom organisation • Clear instructions • Being aware of situations and taking action e.g. asking a child to do a job; spending 1:1 time during assembly etc. 	
<ul style="list-style-type: none"> • Interrupting work time through aggravating behaviour e.g. wandering about; calling out • Pushing in the line 	<ul style="list-style-type: none"> • Reminders • Non-verbal gestures (frown; surprised look etc.) • Eye contact • Change of seating 	
<ul style="list-style-type: none"> • Continued interruption of work time • Not following instructions • Verbal/non-verbal gestures • Annoying others 	<ul style="list-style-type: none"> • Complete unfinished work during playtime or at home • Being made aware of actions and apologise • Limited time out, in class 	
<ul style="list-style-type: none"> • Harming others (e.g. by name calling) • Damaging property by e.g. deliberately throwing object • Repeated refusal to follow instructions • Swearing 	<ul style="list-style-type: none"> • Use time outside work time to hear both sides of the story • Explain seriousness of incident • Reference to the Alfo Way 	
<ul style="list-style-type: none"> • Intentional harm to 	<ul style="list-style-type: none"> • Remove self and others 	Trigger, contact

<p>others and/or property by e.g. fighting; bullying; vandalism; throwing dangerous objects</p> <ul style="list-style-type: none"> • Stealing • Persistent (less serious) incidents over time 	<p>from situation</p> <ul style="list-style-type: none"> • Ensure incident is recorded on observation sheet in white file • Involvement of other adults e.g. SLT, SEN, • Social Skills Training • Playground buddy • IEP target 	<p>parents</p>
<ul style="list-style-type: none"> • Violent or dangerous behaviour • Verbal abuse or physical abuse to staff • Running out of school 	<ul style="list-style-type: none"> • Remove self and others from the situation • Immediately report to Head Teacher 	<p>Trigger, contact parents</p>

Procedures for responding to inappropriate behaviour

The following provide guidance on how to respond to children whose behaviour is inappropriate.

PROCEDURES

<i>Procedures</i>
<ul style="list-style-type: none"> • Praise children who are doing the right thing • Use positive praise when child is applying independent behaviour management • Reward e.g. give Team Points
<i>Lesson Time and Break Time</i>
<ol style="list-style-type: none"> 1. Warning 2. Withdraw privileges 3. Require pupil to write Sorry Letter and completing a "what I should have been doing" sheet 4. Lose Merit Point 5. Place child on report and contact parents
<i>At all times</i>
<ul style="list-style-type: none"> • Serious violence, extreme disobedience, actual abuse, serious bullying - will result in child being placed on report and immediate contact with parents.
<i>Lunchtime</i>
<p>A verbal warning will be given at first offence</p> <ul style="list-style-type: none"> • 1st offence - verbal warning

- Send in for 10 minutes with a "what I should have been doing" sheet
- Re-offending or refusing sent to Head Teacher/Assistant Head Teacher
- Repeated offence remove for a period of time i.e. one or more lunchtimes
- Continued offences inform parents
- Re-offending over a period of time. Parents asked to meeting to review school rules and sign contract of behaviour or asked to take child out of school at lunchtimes
- Continued offences - temporary exclusion

Organisation at playtime and lunchtime

It is important that there is consistency and boundaries are reinforced by all adults.

Incidents should be managed calmly as they arise by the adult involved and not be taken into the following work sessionnew start etc.

If the children know that we are giving out the same message, it is more likely that they will follow the rules.

Serious incidents at lunchtime should be referred to the Duty Teacher.

If a teacher needs to keep a child or group into the lunchtime, a written note should be sent to the Duty Teacher. The teacher must supervise them and ensure they have their lunch.

During lunchtime children should ask permission to go into the building and should be given a permission card. They should not be given permission to be in a classroom unsupervised. If a child needs to be in for a medical reason this should be cleared with the Duty Teacher.

Children needing the toilet should use the toilets in the bottom corridor.

Permission and Supervision

Children must have permission from an adult to leave a classroom for any reason. It is important that all adults challenge any child who is not in their classroom during lesson time and any child who is not outside during break or lunch time.

Toilet - children should be reminded to go during break and lunch time. If a child needs to go during lesson time they must be given permission.

Break time - children should not be in the building during break. Children must be supervised in cloakroom areas at the beginning and end of break and at the end of the day. If a child needs to enter the building during break they must be given permission by a member of staff.

Lunch time - children should ask permission to go into the building. They should not be given permission to be in a classroom unsupervised. If a child needs to be in for a medical reason this should be cleared with the Duty Teacher. Children needing the toilet should use the toilets in the bottom corridor.

Specific inappropriate behaviours and agreed responses

Inappropriate behaviours identified are:

- Refusing to do what is asked by a member of staff
- Pulling faces at a member of staff
- Using insulting language to staff and other pupils
- Making derogatory comments or gestures
- Using threatening behaviour
- Physical assault
- Damaging school property
- Damaging the property of others
- Questioning adult authority

The consequences are listed in order of implementation

1. **Letter of apology** - appropriately written during break time, or at home if the behaviour problem is during the last lesson of the day.
2. **Letter to parents** reminding them of the "Alfo Way" and Home-School Agreement and asking them to support the school. Possibly asking that the child writes a letter of apology or that the parents meet with the class teacher.
3. **Internal exclusion** and missed break in order to complete work. Loss of privileges as appropriate.
4. **Meeting with parents** to draw up a **Behaviour Contract**.
5. **Temporary Exclusion**.
6. **Permanent Exclusion**.

N.B. Assault on a member of staff will result in exclusion.

John Kidney

July 2011

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