



Behaviour policy

The Alwyn and Courthouse Federation

Approved by: Governing board

Last reviewed: Summer 2023

Next review due: Summer 2024

1 Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix A).

The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the schools' statement of behaviour principles (appendix A). The Executive Headteacher will ensure that the school environment encourages positive behaviour, that staff manage behaviour effectively and will monitor how staff implement this policy to ensure consistency.

Staff

Staff are responsible for:

- Implementing the policy consistently
- Modelling positive communication and behaviour
- Providing a personalised approach to the specific behavioural and SEMH needs of particular children
- Recording behaviour incidents to identify patterns or triggers

Parents

Parents are expected to:

- Reinforce the school's expectations with their child(ren)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

2 School rules and expected behaviour

In order for Alwyn to have a calm and purposeful atmosphere, we have our Alwyn Aims:

- Kind hands, kind feet, kind words
- Say how we feel
- Look and listen
- Always do our best

In order for Courthouse to have a calm and purposeful atmosphere, we have three rules:

- Be ready
- Be respectful
- Be safe

A calm and purposeful atmosphere in both schools relies on more than rules though. Adults clearly explain what desirable behaviour looks like and below are examples related to our aims and rules:

Ready	Respectful	Safe
<p>Come to school on time. Look at and listen to the person talking. Follow instructions the first time. Start work straight away. Wear the correct uniform. Line up promptly. Come to school with the correct equipment.</p>	<p>Greet adults politely when we arrive each morning. Thank the adults that we work with at the end of the day when we leave. Pick up after ourselves and others. Try to think about the feelings of ourselves and others Do things for others because it feels good. Work hard in lessons/do our best. Notice when others have done something for me. Hold doors open. Win gracefully.</p>	<p>Move calmly around the school and outside. Use play equipment properly. Kind hands and feet. Tell an adult if something is wrong. Play only in the places allowed. Use technology responsibly. Wash hands regularly. Catch and bin coughs and sneezes.</p>

4 Teaching positive behaviour

All children must have basic needs met before they can learn; to feel safe, settled and ready to learn. To meet these requirements adults must work hard to build positive relationships and explicitly teach/model the desirable behaviours while recognising and understanding when children are dysregulated. Adults will, appropriate to children's age and understanding:

- Acknowledge that all behaviours are a form of communication.
- Explain clearly what you expect, reasons and provide examples.
- Narrate positive recognition for children doing the right thing.
- Frame instructions using positive language.
- Gain attention, pause, then give an instruction.
- Only talk when the group is silent and looking at you.
- Have a signal for silence such as a bell.
- Stand still to speak and give good eye contact.
- Explain expectations before they follow an instruction.
- Break expectations into small chunks and provide lots of practice.
- Keep expectations at all times – don't ease off.
- Reboot expectations regularly.
- Draw attention to the majority meeting expectations rather than the minority not doing so.
- Allow time to explore feelings; name them to tame them.
- Use the 3Rs (Regulate, Relate, Reason) when a child is dysregulated.

5 Creating a feeling of belonging

Relationships matter so staff help children to feel like they belong:

- Highlight interests and experiences you and children have in common.
- Narrate how lucky children are to have adults that care about them to hold them to high standards.
- Show kindness as the default in every situation.
- Show a genuine interest in children's lives.
- Emphasise the similarities, shared values and common identity between the school community.
- Narrate what makes Alwyn / Courthouse special regularly.
- Narrate a child's value to the group.
- Tell children that they belong to the group.

Adults teach children important social interactions which make a group more cohesive:

- Teach children to notice when someone has done something for them.
- Encourage new friendships.

- Involve children in choosing awards and goals for their peers and class
- Encourage children to take joy in the success of themselves and others and to appreciate their hard work.
- Encourage humility in success.
- Encourage the sharing of emotions and use the feelings chart to help them
- Encourage children to see their peers' points of view and feelings.

Adults set tasks for children that bring a group together as a team:

- Children and staff greet each other politely each morning / first time they see them.
- Children thank teachers at the end of each day.
- Show kindness as the default in every situation.
- Work towards group goals and challenges together.
- Develop a collective activity e.g. song / dance / game.
- Children write termly thank you letters.

6 Enabling success

Success breeds motivation so children need to feel successful if they are going to commit to doing their best and taking risks. To enable success, adults:

- Give positive recognition.
- Provide lots of practice.
- Explain why the learning is important.
- Understand that different children are motivated by different things (pleasing adults, wanting to be the best etc).
- Explain that they were successful because of their own efforts.
- Provide clear explanations and modelling.
- Give short, clear instructions (consider pictorial prompts).
- Have a clear outcome in mind.
- Show an example of what excellence looks like.
- Give timely and useful feedback.
- Provide scaffolds.
- Pre-empt barriers to avoid negative behaviours.
- Break tasks into small steps.
- Make it easy to start the work.

7 Expectations of adults

Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. Adults' expectations of behaviours for learning are a self-fulfilling prophecy, so we:

- expect that through great teaching, great tasks that are scaffolded where appropriate, and given time, all children can learn age related content;
- ensure that TAs do not sit with the same child or group of children each lesson; instead TAs are deployed to children or groups of children based on needs in each individual lesson and
- do not label children or groups of children by their perceived ability

Positive adult / child relationships are crucial. We understand that to change children's behaviour or mood, we may need to change our own. We're pleased when they get it right and calm if they get it wrong. Behaviour is functional, predictable and changeable, so:

- we influence children's moods to be more positive and
- we invest time in building trust and relationships with all children.
- We ensure they are brought into our calm rather than being brought into their dysregulation.
- We can ask another adult to take over if we need to.

8 Recognising positive behaviour

Staff do the following to recognise positive behaviour:

- Giving praise
- Telling parents

- Taking the child to other staff to celebrate success

At Alwyn, our rewards are linked to our rules:

Kind hands, kind feet, kind words	Say how we feel	Look and listen	Always do our best
Kindness tree and polite parrot certificates	Kindness Tree Polite Parrot Individual recognition and praise	Class goals Individual recognition and praise	Golden book Individual recognition and praise

At Courthouse, certificates in assembly are given to children who have lived our values of building belonging, showing kindness or doing the right thing.

9 Responding to inappropriate behaviour as a teaching opportunity

- As all behaviours are seen as a form of communication it is important to identify or pre-empt any causes and deescalate situations as soon as possible. When dealing with children who are dysregulated or finding it difficult to follow the rules the 3Rs approach should be used:
- Regulate: provide time and space for the child to feel calm and safe.
- Relate: validate their feelings using short clear sentences and focus on connecting (I can see you are ...)
- Reason: once calm, discuss the trigger and strategies to manage it positively while reinforcing the school rule or expectation.

Inappropriate behaviour can be classified as low level or serious:

Low level	Serious
Not listening to whoever is speaking Interrupting others Distracting others from working	Swearing Insulting others Bullying Defiance Violence

Any consequence that is applied by adults is done so with the goal that it will support the learning of appropriate behaviours and the importance of following rules in school and the community.

Low level, one off disruption – adults might:

- Use non-verbal cues.
- Talk to the child on their own about their actions and the consequences (eg impact on learning of themselves and others)
- Remind them of expectations and set a target for a desirable behaviour.
- Allow take up time

Low level, repeated disruption – adults might:

- Give a time out within the classroom / move their seat.
- Give a closed choice: You can either get on with your work now or you can finish at break time.
- Keep them back briefly at break / lunch to talk about expectations.
- Reset expectations in front of parents, -and keep a record of the meeting.

Low level, persistent disruption (should be recorded) adults might:

- Give a time out to the year leader (no discussion – supervision only). Follow up at the next opportunity yourself, supported by the year leader.
- Meet formally with parents, supported by the year leader to explore the behaviours.
- (Courthouse) Put the child on report for two weeks (child checks in with the year leader every break, lunch and after school). Review in two weeks.

Senior leaders might set an internal exclusion if appropriate.

Serious incident – adults will:

- Ensure that everyone is safe and send for SLT.

Senior leaders will:

- Remove the child from the classroom / playground.
- Call parents into school to inform them and reset expectations (SLT and teacher together).
- (Courthouse) Put the child on report for two weeks (child checks in with SLT every break, lunch and after school). Review in two weeks.

Senior leaders might set an internal exclusion, a fixed term suspension or a permanent exclusion if appropriate.

10 Reasonable adjustments

All children should be treated as individuals and may have very different needs and support. Where a child has a particular need or disability that affects their behaviour, we make reasonable adjustments to our policies, the physical environment, the support we offer and how we respond in particular situations.

11 Right to search a pupil

The Executive Headteacher and staff authorised by them 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 are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- Tobacco, cigarettes or vapes
- fireworks
- pornographic images
- 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 pupil).

The Executive Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury,
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

Behaviour outside of school

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school.

Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Suspension and Exclusion

Internal exclusion

It may be necessary for a child to be separate from their class for a period of time as a sanction for persistent low level behaviour or a serious incident. The Head of School will take responsibility for supervision of the child while the teacher will provide work. The teacher or teaching assistant will check in with the child regularly to repair relationships and prepare for reintegration. All internal exclusions are recorded, including the date, duration and reason.

Suspension

Suspension from school for a fixed time period is a formal step taken when the Executive Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of exclusion rests in law with the Executive Headteacher. We use the latest guidance 'Exclusion from mainstream Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion' (2015).

The decision to suspend a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

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

The purpose of suspension may be to allow:

- a cooling off period,
- time for thought and discussion,
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be suspended for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the suspension and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is suspended. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Executive Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Executive Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a meeting with the school governors. If they wish to do that, they must make a written request within 7 days of the case

conference, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

At the Executive Headteacher's discretion, a case conference may be organised. The purpose is to:

- allow parents/carers and child to hear the reasons for the exclusion and to ask questions;
- enable parents/carers to provide information and express their views; or
- consider the circumstances and reach agreement, if possible, about what is to be done.

Notifying appropriate bodies regarding exclusions

The Executive Headteacher must, without delay, notify the governing board and the local authority of:

- a permanent exclusion (including where a suspension is made permanent);
- suspensions which would result in the pupil being suspended for more than five school days (or more than ten lunchtimes) in a term; and
- suspensions which would result in the pupil missing a public examination or national curriculum test.

The governing board has a duty to consider parents' representations about a suspension or exclusion. The requirements on a governing board to consider an exclusion depend upon a number of factors. The governing board must consider the reinstatement of a suspended or excluded pupil within 15 school days of receiving notice of the suspension or exclusion if:

- the exclusion is permanent;
- it is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

Record keeping

Class teachers keep records of inappropriate behaviour. Persistent low level misbehaviour and serious incidents are recorded on CPOMS. Senior leaders maintain records of internal exclusions, suspensions and permanent exclusions to analyse patterns.

Home-school agreement

We believe in an effective and meaningful partnership between home and school. To this end, Alwyn and Courthouse will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing and the school is able to suggest local parenting courses to parents.

Appendix A: Behaviour principles written statement

- Every child and adult has the right to feel safe, valued and respected, and learn / work free from the disruption
- We expect mutual respect between adults and children and between each other.
- All pupils, staff and visitors are free from any form of discrimination.
- Children are taught standards of behaviour expected by the school.
- We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community.
- Rewards, sanctions-and reasonable force are used consistently by staff, in line with the behaviour policy.
- Suspensions and exclusions will only be used as a last resort.
- When making decisions the school must balance the needs of the individual with those of the school community and where a child's behaviour places others at risk, the safety of the children and adults as a whole is paramount.
- Some children, for example those with special educational needs, physical or mental health needs, and looked after children can experience particular difficulties with behaviour and the school will seek to ensure that such children receive behavioural support according to their need.
- Violence or threatening behaviour will not be tolerated in any circumstances.