



ALEC REED ACADEMY

PROUD TO LEARN

Behaviour for Learning

Primary Phase

Policy Owner:	Chris Kitsiou	Approved By:	Principal/ Leadership Team
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Purpose:	To support behaviour	Statutory Policy:	Yes/No
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Primary Phase Behaviour Policy

The responsibility for effective behaviour management lies with all members of the Academy Primary Phase community. Whilst the behaviour plan outlines clear procedures, all staff have a responsibility to ensure that best behaviour is expected and displayed at all times and in all places. As with all conversations we have, we aim to promote a 'Growth Mindset' and this is no different when we speak about pupils' behaviour.

This can best be achieved by:

- Fostering an atmosphere in which all children and adults are treated as individuals, and in which their rights, values and beliefs are acknowledged
- Promoting good relationships and a sense of belonging to the Academy community
- Providing a well-ordered environment in which all are fully aware of behavioural expectations, rules, rewards and repercussions
- Offering equal opportunities in all aspects of Academy life and recognizing the importance of different cultures
- Encouraging, praising and reinforcing good relationships, wanted behaviours and high standards of work
- Refusing to tolerate all behaviours involving bullying, racism or sexual harassment
- Helping to develop strategies to enable individuals to change their behaviour for the better both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school. This means providing an interesting, stimulating environment which is clean, tidy, and generally well-maintained
- Modelling what it is to work as a team, supporting and encouraging one another to work towards Alec Reed Academy Primary aims
- Promoting 'Growth Mindset' in our pupils, staff and community.

We develop good partnership with parents by providing:

- Regular informal contact with teachers and the Primary Phase Leadership Team
- Good communication channels, including E-newsletters and parents' evenings
- Regular productions and assemblies
- A Primary Phase prospectus which includes an outline of the Primary Phase's and explains the parent's role in this
- A welcome for parental contributions such as being involved in Academy events such as the Christmas fete
- A clear policy for children with special educational needs which involves parents and, where appropriate, outside agencies

We provide children with opportunities to discuss appropriate behaviour through:

- A programme of Personal, Social and Health Education, (PSHE), which is designed to promote mutual respect, self-discipline and social responsibility. This includes work on relationships and feelings through the use of Circle Time activities
- The compilation of a set of Classroom Rules based on Honesty, Respect and Kindness agreed by each class at the beginning of the Autumn term and regularly reviewed
- Providing an 'Open Door' policy, whereby children are encouraged to feel they can talk to their class teacher or another supportive adult if they need to

We promote desirable behaviour through:

- Staff offering guidance to children including praise and encouragement
- The provision of a curriculum designed to challenge and engage every child, and which provides opportunities for all children to succeed
- A whole school system which rewards good behaviour and effort and positive attitude
- The encouragement and appreciation of children who act as positive role models

We aim to eliminate undesirable behaviour by having:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of all staff
- A schedule of repercussions for undesirable behaviour
- Conscientious supervision of pupils at all times
- Rapid response to incidents of bullying and racial or sexual harassment
- A readiness to tackle persistent behavioural problems through these guidelines and the SEN policy

- Playground leaders squad to help organise and monitor playground activities
- Class activities for the use of children during wet playtime and lunchtimes

We aim to promote care of the physical environment by:

- Displaying children’s work to enhance the environment and increase self esteem
- Involving as many members of the community as possible in the planning and implementation of developments to improve the Academy environment
- The commitment of Academy funds to the development of the Primary Phase environment
- Making the Academy a safe and secure place by providing a strong perimeter fence and gates, by providing sensitive lighting and an Alarm system and by monitoring the grounds via a video camera
- The presence and work of the Building services and Security teams, deterring intruders and responding quickly to repairs

5.1 Achievement, Rewards and Praise

Individual rewards

Class teachers, cover teachers or CLASS Workers can give individual rewards within lessons and also outside of the classroom. These could be in the form of personal points or recommendations for certificates or great/brilliant days. In addition, groups or whole classes can be rewarded for good behaviour in the form of ‘bouncy balls’. Children are also rewarded for helpfulness and politeness at lunchtime. SMSAs give out rewards to children for exemplary behaviour.

Our system of rewards:

- Being moved to a ‘Great Day’ - Having a ‘Great Day’ on our behaviour chart means the pupil has done something out of the ordinary.
- Being moved to a ‘Brilliant Day’ - Having a ‘Brilliant Day’ on our behaviour chart is for exceptional circumstances.
- Personal Points – These can be awarded to individuals for a range of behaviours including producing exemplary work, showing great effort in a lesson and displaying good manners or kindness.
- Bouncy Balls – These are used as a class reward. Children can be given these for class efforts such as following instructions well, working hard, great effort or given displaying good manners. A full jar of bouncy balls results in a class reward.
- A ‘star of the week’ certificate is issued each week. This is usually for good work, good behaviour or good manners.
- An ‘academic achievement’ certificate is given each week. This is usually for good work, improved work or greater effort in lessons.
- A range of other certificates may be awarded in assemblies such as most positive points and most improved behaviour.

5.2 Behaviour Management Structure

Primary Building Years 2 - 6:

Positive behaviour for learning is critical in a school environment and positive praise must always be the first point of call. Every class has 8 laminated cards with all pupils names on pegs attached to the cards. The cards are arranged from Brilliant to Great, Good, Stage 1, Stage 2, Stage 3, Stage 4 and Stage 5. All pupils will begin each day on a ‘Good day’.

Positive rewards

Positive reinforcement should be present throughout the day to motivate pupils to behave at their best. Even when sanctions are given, children should understand why they have been sanctioned and what they could do in order to improve their behaviour or put the situation right. Opportunities should be given for children to make better future choices.

Rewards should be given when earned as praise for good behaviour and effort. This may include instances such as working hard in a lesson by producing their best work, working well with others, contributing to class discussions and by displaying a willingness to improve. Rewards can also be given for a wide range of other scenarios such as displaying good manners, inspiring/motivating others, being helpful, showing empathy, being friendly and showing respect to others.

Children should be moved up the behaviour chart for displaying the above (at the teacher’s discretion). ‘Good’ should reflect just that – a good day. ‘Great’ should mean that the child has had an above average day and ‘Brilliant’ should mean the child has had a particularly exceptional day. Brilliant days should not be a daily occurrence for most pupils otherwise they may lose their impact. ‘Great’ and ‘Brilliant’ should be recorded on Class Charts in order to reward pupils with positive points on their records.

In addition to the use of the behaviour chart, teachers may also have other systems in place in their classrooms. Within this should be the use of Personal Points as rewards. Typically, these reflect individual efforts (such as great work/effort in a lesson, an impressive piece of homework or a kind act). These Personal Points must be logged on Class Charts in order to contribute to the pupils' total positive points.

Sanctions

As with rewards, teachers may have their own systems/incentives in place but the main framework for sanctions should be the stages on the class behaviour chart. Every stage should be recorded at the end of the day on Class Charts so that the corresponding points can be deducted from the children's records. This is the school's main record of behaviour and must be kept up to date, especially for use in meetings with parents/students regarding behaviour concerns.

The following sanction system is to be used for general guidance in order to promote consistency throughout the school. However, teachers should use their judgement when needed and discuss their decisions with the children as much as possible. This way, children will have a better understanding of why certain behaviour is unacceptable and how they could make better choices in the future.

Guidance for each stage is also provided below the sanction chart for support with issuing a stage for a certain type of behaviour.

<u>Primary Years 2-6</u> <u>Sanctions</u>
<p>Stage 1: Name peg moved onto stage 1. Verbal reminder of the school behaviour expectations.</p> <p><i>Attempt to encourage the child in a positive manner as they are still able to move back up to a good day.</i></p>
<p>Stage 2: Name peg moved onto stage 2. Timeout is not mandatory but CT may feel it would be beneficial.</p> <p>Aim: Child may benefit from moving to different area of the classroom in order to concentrate better or for reflection time.</p>
<p>Stage 3: Name peg moved onto stage 3. External timeout from class is not mandatory but CT may feel it would be beneficial. Child to miss their next break (either same day or following day). Years 2,3 to line up against the fence. They will be monitored by adults on duty. Communication slip to be sent home, signed by an adult and returned to the CT. Years 4,5,6 to report downstairs. Senior staff to monitor them whilst they fill in the reflection sheet. Reflection sheet to be sent home, signed by an adult and returned to the CT.</p>
<p>Stage 4: Name peg moved onto stage 4. Child to miss their next lunchtime (either same day or following day). This will be monitored by senior staff. Child will complete a reflection sheet. CT to contact parents/carers to inform them of the stage 4. In some instances, CTs may request that senior staff make contact.</p>
<p>Extended Stage 4: Child to miss their lunchtimes for a week. CT to contact parents/carers to inform them of the extended stage 4. CTs may request that senior staff make contact.</p>

Stage 5:

Name peg moved onto stage 5.

Internal exclusion with a member of the senior leadership team.

Parents/carers contacted by a member of the senior leadership team. A meeting may be set up to discuss next steps.

Exclusion:

More severe incidents (such as striking a member of staff) or repeated stage 5 behaviour must be reported to the senior leadership team.

**Parents/carers invited to a meeting where some form of fixed exclusion will be given.
Reintegration meeting to take place after the exclusion.**

All stages to be recorded on Class Charts. Stages 3, 4 and Ext 4 to be added to 'Reflection Time' calendar.

Stage		<u>Guidance for stages – Years 2-6</u>
1	Type of Behaviour	Following a verbal reminder of what good behaviour ought to look like, a stage 1 may be given for minor disruptions such as calling out, not following basic instructions, poor behaviour for learning or talking at an inappropriate time. Children should understand why they have been given a stage and also be clear on what to improve. The CT may choose to change the circumstances for the child so that they have the best possible chance for success (for example, move seat or place in the line).
	Possible Sanction	After a final warning, pupils move their name (peg) to Stage 1. This is the only stage that can be redeemed back to a 'Good Day' if the teacher believes the child has made a conscious effort to correct their behaviour. If not, the stage 1 should be recorded on Class Charts at the end of the day.
2	Type of Behaviour	A stage 2 may be given for continued minor disruptions even after verbal reminders and a stage have already been given. It should not to be given for a reaction to being given a stage 1. A child can also be given a direct stage 2 for more serious negative behaviour such as dishonesty or intentionally upsetting someone.
	Possible Sanction	Once given a stage 2, a timeout is not mandatory but the teacher may feel it would be beneficial. The aim would be to move the child to a different area of the classroom for better concentration or for reflection time. The stage 2 should be recorded on Class Charts at the end of the day. Communication with parents is not mandatory for a stage 2 but the teacher may choose to do so if they feel necessary (perhaps the child has attained more than one in the same week).
3	Type of Behaviour	A stage 3 may be given for continued disruption even after a stage 2 has been given. The child should have had the opportunity to make better choices (and therefore has ignored help/advice given by the adult). Not to be given for a reaction to being given a Stage 2. A child can also be given a direct stage 3 for more serious negative behaviour. This may include physical scuffles, swearing or intentionally upsetting someone in a more serious way.
	Possible Sanction	A timeout is not mandatory but the teacher may feel it would be beneficial. The aim would be to move the child to a different area of the classroom for better concentration or to a different classroom entirely for reflection time. The child should now miss their next break (teacher to decide if this will be on the same day or the following day). A school behaviour communication slip must be filled in, sent home to be signed by an adult and then returned to the class teacher. Depending on the situation, the teacher may also choose to discuss the stage 3 directly with the parents/carers. The stage 3 should be recorded on Class Charts at the end of the day with a brief note of the reason(s). In addition, the child's name should be added to the 'Reflection Time' calendar for senior staff to access.
4	Type of Behaviour	A stage 4 may be given for continued disruption even after a stage 3 has been given. The child should have had the opportunity to make better choices (and therefore has ignored help/advice

		given by the adult). Not to be given for a reaction to being given a Stage 3. A child can also be given a direct stage 4 for more serious negative behaviour. This may include scenarios such as fighting, being very disrespectful to adults, intentionally damaging school property or signs of bullying.
	Possible Sanction	The child should miss their next lunchtime (teacher to decide if this will be on the same day or the following day) where they will fill in a reflection sheet. The class teacher must make contact with parents/carers to discuss the stage 4. In some instances, class teachers may request that senior staff make contact instead. The stage 4 should be recorded on Class Charts at the end of the day with a brief note of the reason(s). In addition, the child's name should be added to the 'Reflection Time' calendar for senior staff to access.
Ext 4	Type of Behaviour	An extended stage 4 may be given for continued poor choices even after a stage 4 has been given. A child can also be given a direct extended stage 4 for more serious negative behaviour than above. In addition, if a child receives three stage 4s within one half term, they automatically receive an extended stage 4.
	Possible Sanction	The child should miss their lunchtimes for an entire week (teacher to decide if this will begin on the same day or the following day). The class teacher must make contact with parents/carers to discuss the extended stage 4. In some instances, class teachers may request that senior staff make contact instead. The extended stage 4 should be recorded on Class Charts at the end of the day with a brief note of the reason(s). In addition, the child's name should be added to the 'Reflection Time' calendar for senior staff to access.
5	Type of Behaviour	A child may be given a stage 5 for continued poor choices after a stage 4 or extended stage 4 has been given. They may also be given a direct stage 5 for more serious incidents such as stealing, intentional racism, violent acts or more serious bullying.
	Possible Sanction	The child will be given an internal exclusion to be spent with a member of the senior leadership team. A senior member will make contact with parents/carers to discuss the stage 5 and a meeting may be set up to discuss next steps. The stage 5 should be recorded on Class Charts at the end of the day with a brief note of the reason(s). If a pupil misbehaves repeatedly in class or the playground, a behaviour plan may need to be drawn up. Parents/carers will be invited in to discuss their child's behaviour with relevant staff and the pupil. Outside agencies may also be involved.
Exclusion	Type of Behaviour	More severe incidents (such as striking a member of staff) or repeated stage 5 behaviour must be reported to the senior leadership team.
	Sanction	Parents/carers will be invited to a meeting where some form of fixed exclusion will be given. SLT to meet with parents to explain the exclusion. Reintegration meeting to take place after the exclusion. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

Arc Building EYFS & Y1:

Positive behaviour for learning is critical in a school environment and positive praise must always be the first point of call. The behaviour policy is based around a peg system where all pupils start off on a 'Good Day'. They can move up to a 'Great' or a 'Brilliant' day or they could move down to different stages. Moving children to 'Great' or 'Brilliant' will encourage others to behave in a manner such as those just having been moved. Pupils within early years are always able to return back to a 'Good Day'.

Class Dojo

Within early years, this is linked to Class dojo. At the end of the day, pupils earn dojo points linked to their positive behaviour. They will receive 1 dojo point for a good day, 2 for a great day and 3 for a brilliant day. The following will happen once they reach a particular milestone:

- **50 points:** Personalised Sticker
- **100 points:** Personalised Sticker plus a good new note home

- **150 points:** Personalised Sticker with a small prize from the teacher
- **200 points:** Personalised Sticker with a prize from the Deputy Head teacher
- **250 points:** Personalised Sticker with a prize from the Primary Head teacher
- **300 points:** Personalised Sticker with a book voucher (Given by the Academy Principal)

Class dojo is also linked to parents as they will receive notifications regarding their child's behaviour in class that day.

Stages

When pupils are not following basic behaviour rules, then whole class reminders and potential warnings could apply. Thereafter, if a pupil is still making poor decisions, an individual warning should be given. Only after that should we enter into the consequence stages. At each stage after that, children should be given a verbal warning.

<h2><u>Primary EYFS & Y1</u></h2> <h3><u>Sanctions</u></h3>
<p>Stage 1: Warning Name peg moved onto a warning Verbal reminder of the school behaviour expectations</p>
<p>Stage 2: Time out Name peg moved onto a time out Pupil to receive a time out in their classroom next to an adult or in a quiet spot</p>
<p>Stage 3: Time out of class Name peg moved onto a time out of class Pupil to receive a time out in a different classroom</p>
<p>Stage 4: Safe Worker Name peg stays on time out of class Speak to Julie Porter. Some of lunch time may be missed</p>

Stage		<u>Guidance for stages – EYFS & Y1</u>
1	Type of Behaviour	Low level behaviour. This could involve calling out or not following instructions. Children to be given a verbal warning before any stages are given.
	Possible Sanction	After a final warning, pupils move their behaviour Stage to Stage 1. A conversation with the children needs to take place to remind them of what the right thing to do is and the consequences of not following instructions.
2	Type of Behaviour	This could be for continued low-level disruption, not sharing, being unkind to a friend. Children will need another warning and if their behaviour persists, a stage 2 can be given. Teachers can move children back up the stages after they have had a conversation with them. A direct stage 2 can also be given for more serious issues such as defacing school property, hitting another child or lying. However, class teachers should use their judgement for this as a child may often not understand that this behaviour is unacceptable.
	Possible Sanction	Time out: 5 minutes time out in the classroom for children to reflect on their behaviour. Ensure a conversation takes place as to why they are on time out. In Nursery, children should be seated next to the adult. Parents should be informed at the end of the day or a phone call to be made.

3	Type of Behaviour	This could be for continued low-level disruption. Children should first receive another reminder that they will have time out of class if their behaviour persists. Teachers can move children back up the stages after they have had a conversation with them. A direct stage 3 can also be given for fighting, being unkind to other children, deliberately hurting another child, being disrespectful to adults or defacing school property. Class teachers should use their judgement for this as a child may often not understand that this behaviour is unacceptable
	Possible Sanction	Time out of class: 5 minutes for nursery/ 10 minutes for reception and Y1 Time out in a buddy classroom. Ensure a conversation takes place as to why they are on time out. Parents should be informed at the end of the day or a phone call to be made. If a child is regularly having time out of class, a behaviour log should be kept for them.
4	Type of Behaviour	For more serious concerns and serious incidents related to physical fighting, being disrespectful, hurting other children, racial incidents, bullying or defacing school property, the child needs to be taken to Julie Porter.
	Possible Sanction	Sent to Safe worker: The child will have their lunch with Julie (reception and year 1), who will speak to them. Parents need to be informed and the incident recorded.
5	Type of Behaviour	For reception and year 1 only: Major incidents or persistent misbehaviour will result in the child being taken to Julie Porter.
	Possible Sanction	Child to be taken to Julie Porter and to stay with her at lunch time. Parents will be informed as they may need to be called in for a meeting. Depending on the severity of the incident a form of exclusion may need to be issued.

5.3 Bullying (Primary Phase)

The academy does not tolerate bullying or racism of any kind and pupils know that they can approach members of staff about any issue they find concerning or upsetting. If we discover that an act of bullying, intimidation or racism 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.

It is the responsibility of the class teacher to support the school's behaviour policy and to keep daily records of all the children in their class, recording any stages on Class Charts. Where bullying is reported, teachers must also record this on Provision Map and escalate the incident to a member of leadership, who should follow this incident up. Where a racist comment has been made, this should be fully investigated as to what was said, and in what context. If found to be racist, this should also be recorded on Provision Map software.

We use circle times and assemblies to discuss issues to do with bullying, behaviour and peer support. The management team will also discuss issues that arise with specific individuals or groups of individuals, as is appropriate.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out by the DfE. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff can use reasonable force to prevent pupils hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on the restraint of children.

5.4 Exclusion

The Head Teacher may exclude a child internally from lessons. Parents will be called to inform them of the internal exclusion.

Reasons for internal exclusions might be:

- To carry out investigations into an incident
- To minimise the opportunity for further misbehaviour
- To provide a 'cooling off' period
- To encourage a period of reflection by the child

Internally excluded children will work in the charge of and the responsibility of the Primary Leadership Team throughout the working day. Work will always be set unless it is impracticable to do so. Where a student in the primary exhibits extreme levels of behaviour then aspects of the secondary phase behaviour policy may be applied to provide additional support.

In extreme circumstances, the Head Teacher may decide to issue a fixed external exclusion. In such incidences, parents will be contacted for a meeting to discuss the terms and a letter will be sent.

5.5 Lunchtime Behaviour

School Meal Supervisor Assistants (SMSAs) will manage the children's behaviour during lunchtimes. Children are expected to listen to them and follow directions as they would from their class teachers. SMSAs may reward a child for good behaviour but also sanction children for not following lunchtime rules/procedures.

All lunchtime incidents should aim to be dealt with before the pupil returns to class for their afternoon learning. If the incident is serious, the class teacher must be informed so that they can investigate further and resolve the issue. This may involve issuing stages where necessary. When a lunchtime incident may inhibit the afternoon learning of the majority of children in the class, the teacher must use his or her professional judgement and use Circle Time to resolve the matter to ensure that every child is morally, emotionally, spiritually and socially ready for learning to commence.