

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.

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 Going Above and Beyond

We recognise and reward learners who go 'Above and Beyond' 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:

- Visible recognition mechanism in the classroom – A recognition board with a clear, specific focus shown e.g. Today we are focusing on putting our hands up to speak. Children's names will move to the board when they have shown this. It will change each lesson/morning/afternoon/each day, dependent on the focus and class
- House points
- Verbal, specific praise
- Stickers
- Sharing work with other adults across school
- Receiving the Extra Effort award
- Receiving the Christian Values award
- Receiving a Learning Bee award
- Headteacher's Stickers
- Positive messages home for behaviour that is 'Above and beyond' - This may take the form of a positive postcard or a ParentMail sent home.
(Please see Appendix C for certificates)

Extra Effort Award

Our "Extra Effort Award" Worship is held on a Wednesday. 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 rules and Christian values during the week, and shown extra effort in their choices. The children are selected at the beginning of the worship and 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.

House Points

Each child from Reception to Year 6 is placed in one of four houses (Morpurgo, Dahl, Rowling, or Simon - the children had the opportunity to vote on their favourite authors and in turn, selected these four eminent children's authors to represent their house teams). Each day pupils may receive house points for positive behaviour, academic progress, achievement, kindness, etc. At the end of each week, Year 6 pupils will collect the overall points from each class. The overall winner, is then announced in Friday's worship, where the winning house will receive a cup.

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 B) 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. 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 take a time out, then the child will be asked to leave the room/playground with the teacher/TA to a breakout area. If appropriate, The Phase Lead – Deputy Headteacher – Head of School will be called to the classroom.
5	Repair and Restore	To take place at an appropriate time after the child has completed their consequence. The dialogue with the child may include:

		<p>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?</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 governors, 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 governors 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 the school rules 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 Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors 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 governors 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 exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head of School excludes a pupil, he/she must inform the parents immediately, giving reasons for the exclusion. 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 governing body. 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 exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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 governors' 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.

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 governing body 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.

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 only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Peer on Peer Abuse including Bullying

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

<https://www.stalbansceacademy.com/user/docs/2021/7/Peer%20on%20Peer%20Abuse%20including%20Bullying%20Policy%202021-2022.pdf>

Review

The governors reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix A

St Alban's C of E Academy

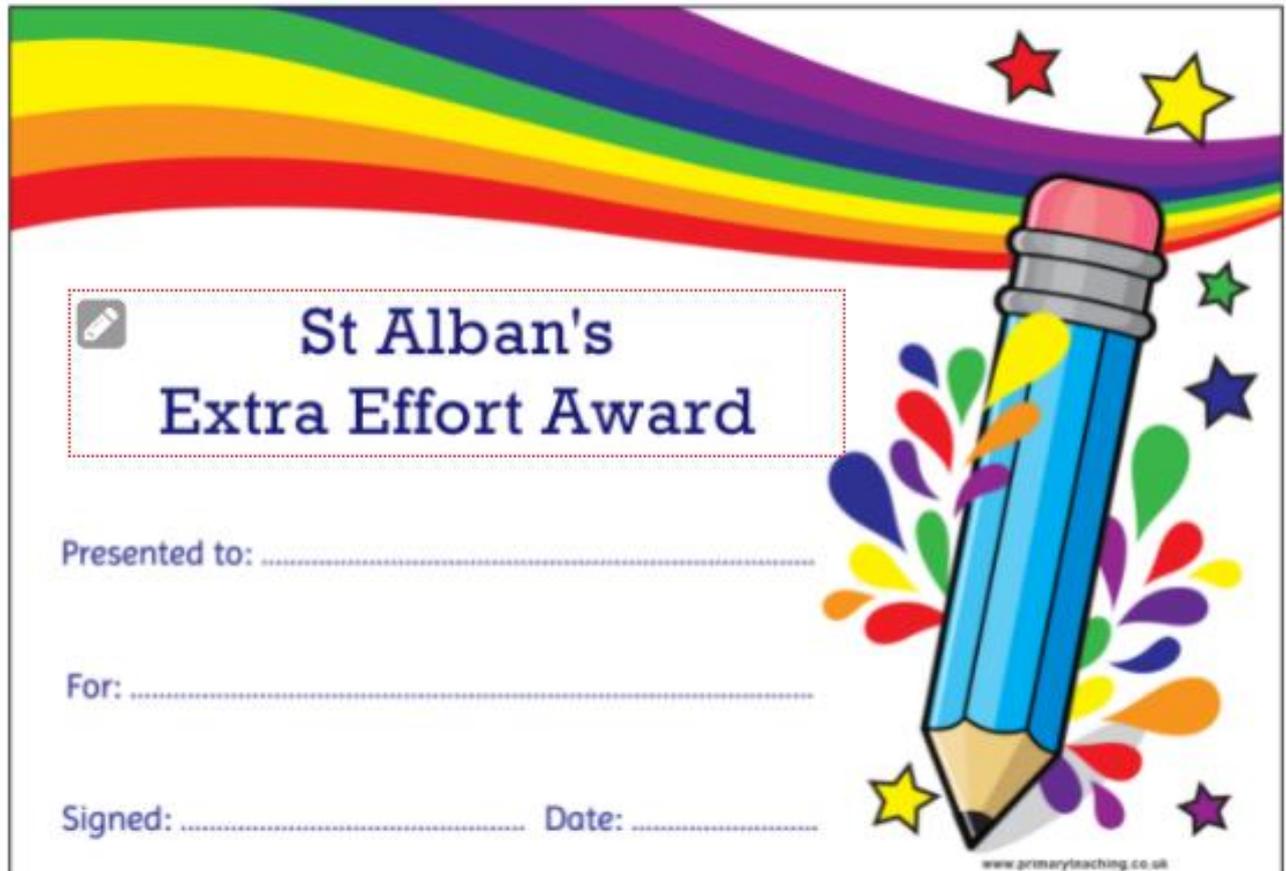
Individual Behaviour Plan

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

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.
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5	Repair and Restore	To take place at an appropriate time after the child has completed their consequence. The dialogue with the child may include: <i>What happened?</i> <i>What were you feeling at the time?</i> <i>Who has been affected and how did they feel?</i> <i>What should we do to put things right?</i> <i>How can we do things differently?</i>



 **St Alban's
Extra Effort Award**

Presented to:

For:

Signed: Date:

www.primaryteaching.co.uk

 Christian Value Award 

This week's Christian Value award goes to

For _____

Date: _____ Signed: _____



Well done!



Well done!

has gone "Above and Beyond" today!

Well done for -----

From: -----



Well done!



Well done!

has gone "Above and Beyond" today!

Well done for -----

From: -----

Be Positive!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be a Thinker!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be Curious!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be Willing!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be Creative!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be Collaborative!

Well done
_____ !

Today you have
shown one of our
learning behaviours.



Be Reflective!

Well done
_____ !

Today you have
shown one of our
learning behaviours.

