



# Alexandra School

## Behaviour for Learning Policy

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Together we nurture the genius in everyone.

# **PART 1: The Policy**

## **Introduction**

*Our school is a place where:*

- *All children will be nurtured so that they enjoy coming to school, and feel happy and safe while they are here.*
- *Every child enjoys learning because teaching is inspiring, fun and challenging.*
- *Every child is full of potential and deserves to be set high expectations of progress and behaviour.*
- *All children have the right to be treated with respect, and to learn about their rights and responsibilities so that they can make a positive contribution to school and society.*
- *All children have the right to be included and to succeed.*
- *Every child is unique; difference and diversity are welcomed and celebrated.*
- *All children will learn how to keep healthy, how to stay safe and how to be good learners.*
- *Every child can shine.*
- *All parents will be welcomed so that we can work in partnership.*

## **Principles of the Behaviour For Learning Policy**

Good behaviour is essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards, sound relationships between teachers and pupils; coupled with stimulating teaching and learning.

Good behaviour will be promoted by consistent use of the following policy which is the responsibility of the whole school and all staff within it. The full support of parents will be actively sought and welcomed.

Our policy is guided by the rights of all the people who work and play in our school.

### **Every child has the right to:**

- be safe
- be able to learn
- be respected
- be happy
- have friends
- expect people to be kind
- expect people to be fair
- be able to trust others in the school
- be free from violence

### **Every school adult has the right to:**

- teach and do their job
- be treated with respect

### **Every parent has the right to:**

- know that their child is safe
- know that their child is learning
- know that their child is treated with respect.

In our school we believe that a positive ethos is essential and that because every individual contributes to the school climate it is everyone's responsibility to adhere to the guidelines of this policy.

An extract from the report of the Committee of Enquiry, chaired by Lord Elton, states:

"When we visited schools we were struck by the differences in the 'feel' or atmosphere. Our conversation with teachers left us convinced that some schools have a more positive atmosphere than others. It was in these positive schools that we tended to see the work and behaviour which impressed us most."

At our school we believe that behaviour and discipline should be monitored and addressed by **all staff within school**, whether teaching or not. Supervision extends beyond the classroom, and the less structured times of

day present special challenges for non-teaching staff. For this reason, out of class situations need effective systems for monitoring behaviour and discipline.

We believe that every opportunity should be taken to praise and reward appropriate behaviour and that good behaviour by pupils should not be taken for granted by staff. Pupils deserve to be recognised for presenting good behaviour and thanked by staff for their efforts. Equally, life skills such as pupil politeness, and a helpful and co-operative manner should be nurtured by staff recognition.

### **Positive recognition of good behaviour**

We believe that positive recognition of desirable behaviour is more powerful than criticism or drawing attention to undesirable behaviour. The creation of a positive climate is fundamental to self-esteem and motivation of children and does not exist purely to balance the force of sanctions; it is part of our school ethos. All children who conform to the expectations of the school are given positive recognition: rewards are recognition of the choices a child has made.

School adults should strive to model appropriate behaviour at all times, and to remember they all cast a long shadow. We believe that the response and attitude of adults has a very powerful effect on the well-being and behaviour of children.

### **Rewards – Praise**

Any behaviour is likely to recur if it is in some way rewarded or reinforced. Attention to good behaviour is to be encouraged. All staff should give specific praise to individuals and groups when it is merited.

A good aim is to praise every child every day.

It is good practice to praise a child for doing what you want before you reprimand the child who is not – try at least 6 positives for every negative.

Positive language is more likely to bring about positive responses.

Specific language rather than negative response are more likely to achieve what is required.

### **Our School Rules**

Our school rules are based on the Olympic and Paralympic values. We introduce and revisit the rules during assemblies.

#### **The Olympic and Paralympic values.**

**Respect** - we listen to each other and take care of each other. We look after our environment. We show we respect others by being polite and courteous. We follow the rules.

**Excellence** - we strive to be excellent at work, play and in our behaviour. We encourage each other.

**Friendship** - we try to understand each other and be kind to each other. We co-operate, and support one another.

**Determination** - we do our best to achieve our goals, and keep on trying even when things are hard.

**Courage** - we try to face any difficulty bravely and try to overcome it. We set ourselves challenges that are hard to achieve.

**Equality** - we show respect and tolerance for everyone, and accept that we are all different and each person is unique.

**Inspiration** - we try to be a positive example to others, and to be motivated by inspiring people.

**Alexandra's Magnificent 7**  
**Follow instructions from a school adult straight away.**

**Be calm in school.**  
**Respect everyone and their property**  
**Listen to others.**  
**Kind hands, feet and words.**  
**Work hard**  
**Tell the truth**

**Rewards**

Rewards are used to create a positive and harmonious climate within the school. As a rule of thumb, we try to say 6 positive things to every negative. Smiles, words of praise and recognition, stickers and certificates, golden time, class reward schemes, the golden book, sharing good work and behaviour with other adults – all these are used constantly. Every class displays a behaviour barometer, which is used during each school day. When outstanding is reached, the child receives a point. When 20 points are gained a certificate is sent home saying that they have had 20 outstanding days at school. Each half term, every teacher nominates a pupil to receive a Head teacher's award certificates, recognising children who embody one of our school values.

<b>Our Rewards</b>						
Smiles, words of praise and recognition	Behaviour Barometer (peg chart)	Star chart, Stickers and certificates	Golden time and class reward schemes	The Golden book	Sharing pupils' good work with other adults	Head teacher's Award
						

## KS1 Rules and consequences

<b>Inappropriate behaviour in class</b>	
	<b>Consequences of continuing behaviour</b>
<p><b>Minor disruption</b> Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening</p>	<p>1<sup>st</sup> Incidence - Verbal warning 2<sup>nd</sup> Incidence - Pupil's peg is moved down on the behaviour barometer. 3<sup>rd</sup> Incidence - If the pupil's peg reaches "make a change", the pupil misses 5 minutes of playtime 4<sup>th</sup> Incidence - Pupil/SLT behaviour conference instead of lunchtime play. Consultation with parents.</p>
<p><b>Serious disruption</b> Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises. In order to deal with serious disruption all teachers are paired up with another class teacher.</p>	<p>1<sup>st</sup> Incidence - 5 minutes time-out in the paired class and lose 5 minutes of playtime. 2<sup>nd</sup> 1<sup>st</sup> Incidence - 15 minutes time-out in the paired class and lose 5 minutes of playtime 3<sup>rd</sup> Incidence - Pupil is sent to work for the rest of the day with the Deputy/ Head. Parents telephoned. 4<sup>th</sup> Incidence - Class teacher and SLT and child's parents have a behaviour consultation and agree a strategy.</p>
<b>Unsafe Playground Behaviour</b>	
<p>Unsafe behaviour includes any behaviour that damages someone's physical or mental well-being and includes:</p> <ul style="list-style-type: none"> <li>• Any kind of physical violence including hitting, kicking, pushing, spitting</li> <li>• Name calling of any kind that hurts another's feelings. This may include swearing, racist name calling or any words intended to hurt</li> <li>• Deliberately upsetting others by following or excluding from games</li> <li>• Refusing to do as an adult asks</li> </ul>	<p><b>Y1, 2 &amp; 3</b> 1<sup>st</sup> Incidence - Pupil is brought inside immediately to their teacher. Their name goes in to the playground record book. 2<sup>nd</sup> Incidence - At playtime, their teacher will supervise them inside. 3<sup>rd</sup> Incidence - At lunchtime the pupil will join the supervised timeout group. 4<sup>th</sup> Incidence - The pupil will miss all their playtimes the following day and will eat lunch with a different year group. A letter will be sent home to parents, notifying them off the issues, and asking them to attend an interview with the head teacher. If another child was hurt, a letter will be sent to his/her parents as well.</p>
<b>Inappropriate behaviour in the lunch hall</b>	
<p>Pupils are encouraged to use good manners and behave well whilst eating in the hall.</p>	<p>1<sup>st</sup> Incidence - Verbal warning 2<sup>nd</sup> Incidence - Pupil moved to eat by themselves. 3<sup>rd</sup> Incidence - If behaviour is rude or dangerous the time-out sanctions apply (see above). 4<sup>th</sup> Incidence - Midday meals team member, class teacher, SLT and child's parents have a behaviour consultation and agree a strategy. 5<sup>th</sup> Incidence - Parents will be asked to take the child home for lunch.</p>

## KS2 Rules, rewards and consequences

Inappropriate behaviour in class	
	Consequences of continuing behaviour
<p><b>Minor disruption</b> Minor disruption is behaviour that makes teaching and class management difficult e.g. pupils chatting, calling out or not listening</p>	<p>1<sup>st</sup> Incidence - Verbal warning 2<sup>nd</sup> Incidence - Pupil's peg is moved down on the behaviour barometer. 3<sup>rd</sup> Incidence - If the pupil's peg reaches "make a change", the pupil misses 5 minutes of playtime 4<sup>th</sup> Incidence - Pupil/SLT behaviour conference instead of lunchtime play. Consultation with parents.</p>
<p><b>Serious disruption</b> Serious disruption is behaviour that makes it impossible to carry on teaching or continue the normal running of the class e.g. pupils refuse to carry out an instruction, throw things, hurt other pupils or adults, make loud noises. In order to deal with serious disruption all teachers are paired up with another class teacher.</p>	<p>1<sup>st</sup> Incidence - 5 minutes time-out in the paired class and lose 5 minutes of playtime. 2<sup>nd</sup> 1<sup>st</sup> Incidence - 15 minutes time-out in the paired class and lose 5 minutes of playtime 3<sup>rd</sup> Incidence - Pupil is sent to work for the rest of the day with the Deputy/ Head. Parents telephoned. 4<sup>th</sup> Incidence - Class teacher and SLT and child's parents have a behaviour consultation and agree a strategy.</p>
Unsafe Playground Behaviour	
<p>Unsafe behaviour includes any behaviour that damages someone's physical or mental well-being and includes:</p> <ul style="list-style-type: none"> <li>• Any kind of physical violence including hitting, kicking, pushing, spitting</li> <li>• Name calling of any kind that hurts another's feelings. This may include swearing, racist name calling or any words intended to hurt</li> <li>• Deliberately upsetting others by following or excluding from games</li> <li>• Refusing to do as an adult asks</li> </ul>	<p><b>Y4, 5 &amp; 6</b> 1<sup>st</sup> Incidence - Pupil is sent inside immediately with a behaviour slip for their teacher. Their name goes in to the record book. 2<sup>nd</sup> Incidence - At playtime the pupil will be supervised inside. 3<sup>rd</sup> Incidence - At lunchtime the pupil will join the supervised timeout group. The pupil will then miss all their playtimes the following day and will begin to earn them back the day after. First they earn back morning play, and then they earn back lunchtime 10 minutes at a time. 4<sup>th</sup> Incidence - A letter will be sent home to parents, notifying them off the issues, and asking them to attend an interview with the head teacher. If another child was hurt, a letter will be sent to his/her parents as well. 5<sup>th</sup> Incidence - Parents will be asked to take the child home for lunch</p>
Inappropriate behaviour in the lunch hall	
<p>Pupils are encouraged to use good manners and behave well whilst eating in the hall.</p>	<p>1<sup>st</sup> Incidence - Verbal warning 2<sup>nd</sup> Incidence - Pupil moved to eat by themselves. 3<sup>rd</sup> Incidence - If behaviour is rude or dangerous the time-out sanctions apply (see above). 4<sup>th</sup> Incidence - Midday meals team member, class teacher, SLT and child's parents have a behaviour consultation and agree a strategy. 5<sup>th</sup> Incidence - Parents will be asked to take the child home for lunch.</p>

## **Exceptional Circumstances**

### **Special Educational Needs**

We see these procedures as contributing toward achieving our aim to provide a happy working atmosphere. However where an individual child's behaviour is clearly out of the scope of the behaviour for learning policy due to potential Autistic Spectrum Condition or SEMH (social, emotional and mental health) difficulties, their behaviour might need additional support, such as an individual behaviour chart or reward system. In this instance the following procedure has been used and is agreed by staff:

- Discuss with Inclusion Leader and Headteacher the needs of the child and appropriate strategies;
- Inclusion Leader will organize a meeting with parents to seek their co-operation and to agree a strategy;
- Talk to child and set the targets. Peer group to know these targets if appropriate so they can contribute towards the achievements;
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If the difficulties persist an assessment of needs will be undertaken and relevant agencies will be involved. This may include:

- CAMHS ( Child and Adolescent Mental Health Agencies)
- SCAT (Social Communication Assessment Team)
- SIS (Social Inclusion Service)
- EPS (Educational Psychology Service)

As assessments are completed, plans for that child will be modified in light of advice and feedback. On occasions the plans may involve removing the child to a quiet, safe, calm environment to allow them time and space to recover their equilibrium. Parents/Carers will be fully involved in the process and their need and input will be a clear focus in any plan for the child.

### **Exclusion**

Please refer to the school Exclusion Policy.

Types of exclusion:

- Internal Exclusion
- Fixed period exclusion of appropriate length to enable plans to be made for a successful return to school
- Permanent Exclusion

### **Internal Exclusion**

Parents will be informed if their child has been internally excluded and will be requested to attend a meeting. This will be to discuss the reintegration programme including playtimes and the allocation of a mentor. Targets will be agreed at the meeting and a review date set. External advice will be sought if appropriate such as educational and child psychologists.

### **Fixed Term or Permanent Exclusion**

The decision to exclude is taken very seriously and considered where there is a serious breach of school rules and all alternative strategies have been exhausted and the behaviour is seriously detrimental to the education/welfare/ health & safety of themselves and others. This will be in strict accordance with policies and practice laid down by Kingston upon Thames and DfE guidelines.

### **Ways in which Staff may use Reasonable Force**

Please refer to the school Physical Intervention Policy

DfE advice 7/13 states that the term 'reasonable force' covers a wide range of actions which may be used by school adults involving physical contact with pupils. 'Reasonable in the circumstances' means using no more force than is needed. It is only used in extreme circumstances, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. We may, in extreme circumstances, use reasonable force to:

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;  
prevent a child from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;  
prevent a child from attacking a member of staff or another pupil;  
restrain a child at risk of harming themselves through physical outbursts.

#### Monitoring Incidents

When incidents occur out of class times the lunchtime assistants will tell the class teacher(s) of the children involved and make a note in the Central Incident Book. SLT and/ head teacher will monitor the Central Incident Book regularly.