

ALVANLEY AND MANLEY VILLAGE SCHOOL

**SCHOOL BEHAVIOUR POLICY – UPDATED SEPTEMBER 2023**

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**This policy is written after close consideration of the DfE publication**

**‘Behaviour and Discipline in Schools’, January 2016**.

Ratified 2nd November 2023 Review Date 1st October 2024

At Alvanley and Manley Village School, we see behaviour and discipline as a partnership between school and home, and in school make every effort to provide the care which any responsible parent would be expected to make. The safety and happiness of the children in our school is paramount. Our behaviour policy will promote trauma informed practice, and this will underpin the way we support and manage children’s behaviour. We seek to create an atmosphere of co-operation and mutual respect, regardless of age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status or gender reassignment.

Children are encouraged to be aware of the needs of others from starting in our Reception Class where they agree rules of behaviour within our Infant classrooms. There are golden rules for general behaviour around the school which children are also made aware of from an early age, including the sanctions that may occur if these rules are not followed. Overall, as a staff and school, we believe strongly that positive reinforcement and reward of good behaviours is the key to good behaviour management.

Where we have persistent issues of poor behaviour choices, parents of children are contacted and discussions are held in order that the home and school can work together to enable the child's behaviour to improve, this will include involvement from the Headteacher. Misbehaviour is dealt with seriously and may include the withdrawal of privileges, missing break times, and in more extreme cases temporary or permanent exclusion.

It is important that we recognise good behaviour and use it as a positive example to the children. It is vital therefore that we have a system in place which rewards desirable behaviour and excellent attitudes.

**Headteacher Statement**

The Headteacher has determined that all measures regarding behaviour in school are taken with a view to;-

1. Promote, among pupils, self-discipline and proper regard for authority,
2. Encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying\* among pupils,
3. Secure that the standard of behaviour of pupils is acceptable
4. Secure that pupils complete any tasks reasonably assigned to them in connection with their education, and
5. Otherwise regulate the conduct of pupils

\**see separate Anti-Bullying Policy*

The Headteacher in determining such measures, is

1. acting in accordance with the current statement made by the governing body under section 88(2)(a), and
2. has regard to any notification or guidance given to him under section 88(2)(b)

**Governing Body Statement regarding behaviour**

The governing body of Alvanley and Manley Village School recognise the importance of a strong behaviour policy to support staff in a consistent approach to managing behaviour, including the use of rewards and sanctions.

They expect all pupils to behave well with proper regard for authority. The governors have worked with the Headteacher to develop our ‘Golden Rules’ and this, together with ‘Ready, Respectful, Safe’, forms the basis of our behaviour policy in school.

Trauma Informed Practice
We understand that all children have different life experiences that impact their emotional and mental health. We recognise that it is important for adults in our school to recognise and support the varied needs of our children. Supporting children in a trauma informed way recognises and supports children’s social and emotional wellbeing, and this approach supports staff to adapt their relationships with children to support their development. Trauma informed practice recognises the process of supporting children who suffer from ACEs (Adverse Childhood Experiences). We know that strong and positive relationships between staff and children are key to supporting trauma and behavioural needs.

**Responsibilities**

To help us encourage good standards of behaviour we have set out clear expectations for our pupils, staff, parents/carers and governors.

**All pupils are expected to:**

* Follow the rules of the school (*see below*) both in school, on the playground and when on school trips outside of school.
* Work hard and do their best
* Tell the truth when incidents do occur so that they can be dealt with correctly
* Be respectful, ready and safe in and around the school environment, with all children and adults
* Fulfil specific roles in their classroom to develop their sense of belonging in school.

**All adults in school are expected to:**

* Model appropriate behaviour to children.
* Remind children about expected behaviours through class discussion, individual and group conversations and through the HRE curriculum.
* Provide interesting and stimulating work, which is appropriate to each child’s needs.
* Treat all pupils fairly and justly.
* Support behaviour choices in a trauma informed and attachment friendly way
* Recognise possible times where inappropriate behaviour may occur and seek avenues to avoid this.
* Ensure actions and natural consequences are always explained to the child and they are given some reflection time
* Praise and reward good work and appropriate behaviour.
* Apply sanctions in an appropriate way, depending on the situation and need of the child
* Provide a safe space in school for children to access
* Encourage appropriate behaviour in class and around school – hold positive values and attitudes and adopt high standards of behaviour in their professional role.
* Offer positive choices to children when they initially show signs of not following the rules. Encourage children to take charge of their behaviour and learning by choosing how they think they should be behaving.

**All parents/carers are expected to:**

* Model appropriate behaviour to the children.
* Support the Behaviour Policy and Parent Code of Conduct.
* Bring and collect their child on time.
* On the first day of absence inform the school of the reason.
* Dress their child in school uniform (labelled with the child’s name).
* Share their concerns about their child’s education, welfare and behaviour
* Be willing to help their child with their work in school and at home.

**All Governors are expected to:**

* Model appropriate behaviour to the children.
* Take an interest in the life and the work of the school.
* Act as a point of contact for parents, staff and the local community; raising issues with the Head Teacher and participate in governors’ meetings.

Behaviour is monitored daily and infractions are recorded on CPOMS and dealt with in a timely manner. Data from CPOMS re behaviour is monitored each term by the Head Teacher so a clear judgement can be made and improvements considered across the school.

**Alvanley and Manley Code of Conduct**

Within an effective learning environment, children must feel secure, happy and assured of success. Our code of conduct applies in all aspects of school life, including play time, lunch time and school trips. In order to assist us in providing this we have in place a Code of Conduct which operates in the following way:-

There are 4 Golden Rules which are followed at all times.

***Whole School Golden Rules***

* I **listen** carefully at all times
* I **look after** everyone and everything
* I always do my **best**
* I **follow** instructions straight away

\*Staff may develop, if appropriate, additional age appropriate class rules which support these school rules and code of conduct.

***Be Ready, Be Respectful and Safe***

Children are asked to arrive at school ready to learn and bring appropriate equipment, such as PE kits, reading books and any other necessary equipment. All children are expected to be polite, courteous and respectful towards everyone in school. Children are expected to show regard for their own safety and the safety of all other people in school. This is portrayed through the idea of children being ready, respectful and safe.

***Safe spaces***

Every child in school has access to a ‘Safe Space’ in their classroom or outside of their classroom. Children are encouraged to access the safe space when they feel overwhelmed with situations in school. The safe space is a place where children can go to recharge socially and emotionally, to change the way they are feeling in order to optimise learning. When children access the safe space in school, they are encouraged to use self-calming strategies.

***Rewards***

***EYFS, Key Stage 1 and Key Stage 2***

Individuals: *stickers*

Children collect stickers which can go home to parents.

Children are sent to other colleagues including the head teacher for positive behaviour or impressive work. Stickers can then be awarded by the colleague.

Send home personally written WOW/Thank you postcards.

Children’s names can be added to a ‘Kindness tree’ by one of their peers or an adult in school – Kindness trees visible at both sites. Children on the Kindness trees to be shared in Celebration Assembly

Star of the week announced in Celebration Assembly

***Sanctions***

Restorative Discussions
Children are encouraged to calmly challenge any behaviour from another child that makes them feel uncomfortable. It is important that children are able to express when another child’s behaviour makes them upset or causes hurt. When upset or harm has occurred, the children involved will take part in a restorative discussion with the support of school staff. The children will discuss how to resolve the situation and how the incident has made them feel. We do not publicly shame a child, speak with aggressive tones or use systems such as names on the board or sad faces.

Consequences
If persistent unwanted behaviour continues, and a child does not respond to the above positive behaviour strategies, consequences are given out to individual or groups of children. It is embedded from children in Reception to Year 6 that all actions have consequences, and the sanctions listed below are usually the natural consequence to the behaviour or action a child has taken. Consequences should be appropriate to the situation and needs of the child, and should help children learn from their mistakes. Consequences are given at the headteacher’s or teacher’s discretion. Consequences should provide children with the opportunity to reflect on the behaviour incident and school staff should always spend some reflection time with the child after the consequence. For any consequence given, the child will be told which Golden Rule they have broken, or how they were not following ‘Ready, Respectful and Safe’. It is important that staff use the language of our Golden Rules and Ready, Respectful Safe to ensure the child fully understands the reasons for their consequence.

The consequences we have agreed include –

Missed break time
Time out to reflect on the incident

Missed lunch time break

Referral to the Head Teacher

Phone call home

Parents called in

**NOTE**

If serious / significant detrimental behaviour choices are being made (including accusations against staff) then the Head Teacher will be called upon immediately. This may result in the application of more significant sanctions including temporary or permanent exclusion.