



Alver Valley
Federation of Schools

Behaviour Policy

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FGB	
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Alver Valley Federation of Schools Behaviour Policy was developed in consultation with pupils, staff, parents and the community

1. Introduction

At Alver Valley Schools, all children have the right to learn and adults have the right to teach

Our focus is on learning and progress. Our positive approach rewards effort, courtesy, respect and achievement. Unacceptable behaviour is dealt with fairly, firmly and consistently.

2. Aims

At Alver Valley we aim to:

- Cultivate a community ethos where there is mutual respect and courtesy between all members, so everyone feels safe within school;
- Work to ensure that pupils develop self-esteem, self-discipline and perseverance and that they adhere to high standards of behaviour;
- Develop pupils' understanding of what good behaviour looks like, encourage pupils to be **self-regulating** and accept **responsibility** for their own decisions and actions, and for their consequences;
- Develop an understanding in pupils of what is unacceptable behaviour, and that this will incur sanctions;
- Ensure adults are responsible for modeling appropriate behaviour and praise good behavior e.g. standards of courtesy, talking politely and reasonably, being helpful and being respectful of the children and each other;
- Promote the highest possible degree of consensus about standards of behaviour among staff, pupils and parents;
- Fully involve parents;
- Ensure that rewards and sanctions are applied consistently and fairly to all pupils, irrespective of ability;
- Provide clear guidance to staff, pupils and parents about these standards and the range of rewards and sanctions that are applied;
- Ensure, through regular monitoring, that areas for development at a pupil, cohort and whole school level are identified and addressed quickly;
- Achieve the best possible match between the needs of the individual, the curriculum which they are required to follow, and the teaching methods.

Pupils are more likely to accept a school's code of behaviour if it is clearly understood, consistently and fairly applied, and shown to be reasonable, sensitive and effective.

3. Principles

1. At Alver Valley we work with the children to develop positive learning behaviour's using the six strands framework. The six strands are **resilience, focus, independence, respect, boundaries and self-regulation**. These strands underpin all our work in the school.
2. Pupils are regularly reminded of the conduct that is expected of them, both inside and outside the classroom and in the wider community.
3. The attitude of all staff towards the implementation of this positive policy is of vital importance, for **it is the adults within a school who determine the environment in which good relationships can develop**.
4. The Class Teacher is the key person, responsible for the morale, welfare and discipline of their class. This policy is designed to support the Class Teacher in dealing with difficulties, and we expect most problems to be overcome at this level.
5. All staff should consider themselves at all times responsible for the pupils within sight or sound of them. Behaviour is a corporate responsibility. To ignore bad behaviour is to condone it. All staff are expected to take care to investigate incidents as best they can.
6. The highest expectations in everything, including behaviour, is at the heart of our school. These high expectations are given a constant high profile in every aspect of school life and are communicated explicitly (for example) in assembly and in our Personal, Social and Health Education curriculum.
7. Our Alver Valley expectations are:
 - We always make the right choices
 - We always try our best
 - We are kind and considerate
 - We are safe and sensible
 - We take care of our school
 - We have fun together
8. We understand the importance of a stimulating and engaging curriculum, well-matched for all children.
9. We understand the significance of the environment on behaviour, and pay close attention to maintaining a pleasant, safe and well-organised site which is conducive to good behaviour.
10. We understand the importance of meeting children's basic needs, in order for them to engage successfully with learning. We set out to do this in the classroom, and through specific support and intervention work where required. This may include, ELSA (Emotional Literacy Support Assistant) Thrive assessment and sessions and Learning Mentor provision. We aim to pre-empt problems through conscientious supervision of pupils by all staff and through good communication between colleagues (e.g. between lunchtime supervisors and class teachers, or between class teachers and supply teachers). Investigations and/or sanctions do not interfere with the pupil's curriculum experience. All pupils are expected to complete all planned learning every week. If it is deemed necessary for a pupil to work outside their own classroom, arrangements are made for their curriculum to continue.
11. We recognise the importance of engaging pupils in the development of policy. The School Council, are involved in key decisions and consulted, for example, about playground

behaviours at lunchtimes and within school, and look to maintain and develop their profile through e.g.

1. Membership of School Council
2. Acting as guides for visitors
3. Helping in the dining hall
4. Supporting younger pupils at lunchtimes
5. Library duties

12. We are committed to a positive partnership with parents and recognise that strong partnership with parents and carers is essential to the success of this policy;

- We advise parents at an early stage if difficulties occur and ask parents to report concerns of their own promptly to the Class Teacher;
- This behaviour policy is communicated to parents, and we welcome their comments;
- Our Family Support worker is available to support families with parenting and behaviour strategies.

13. Items (including, but not limited to the following) are not allowed to be brought onto the premises by pupils:

- Weapons (including replicas and toys, and knives of any kind);
- Alcohol, tobacco, drugs or solvent based products;
- Cigarette lighters, matches and aerosols;
- Mobile phones, tablets and smart watches.

The Executive Headteacher will deal directly with such incidents.

14. We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from exclusion due to their special needs or emotional difficulties.

15. We recognise the importance of a consistent approach, and this policy is applied by all staff. Staff receive induction and training in this policy, and the key information is made available for visiting teachers and volunteers

4. Rewards

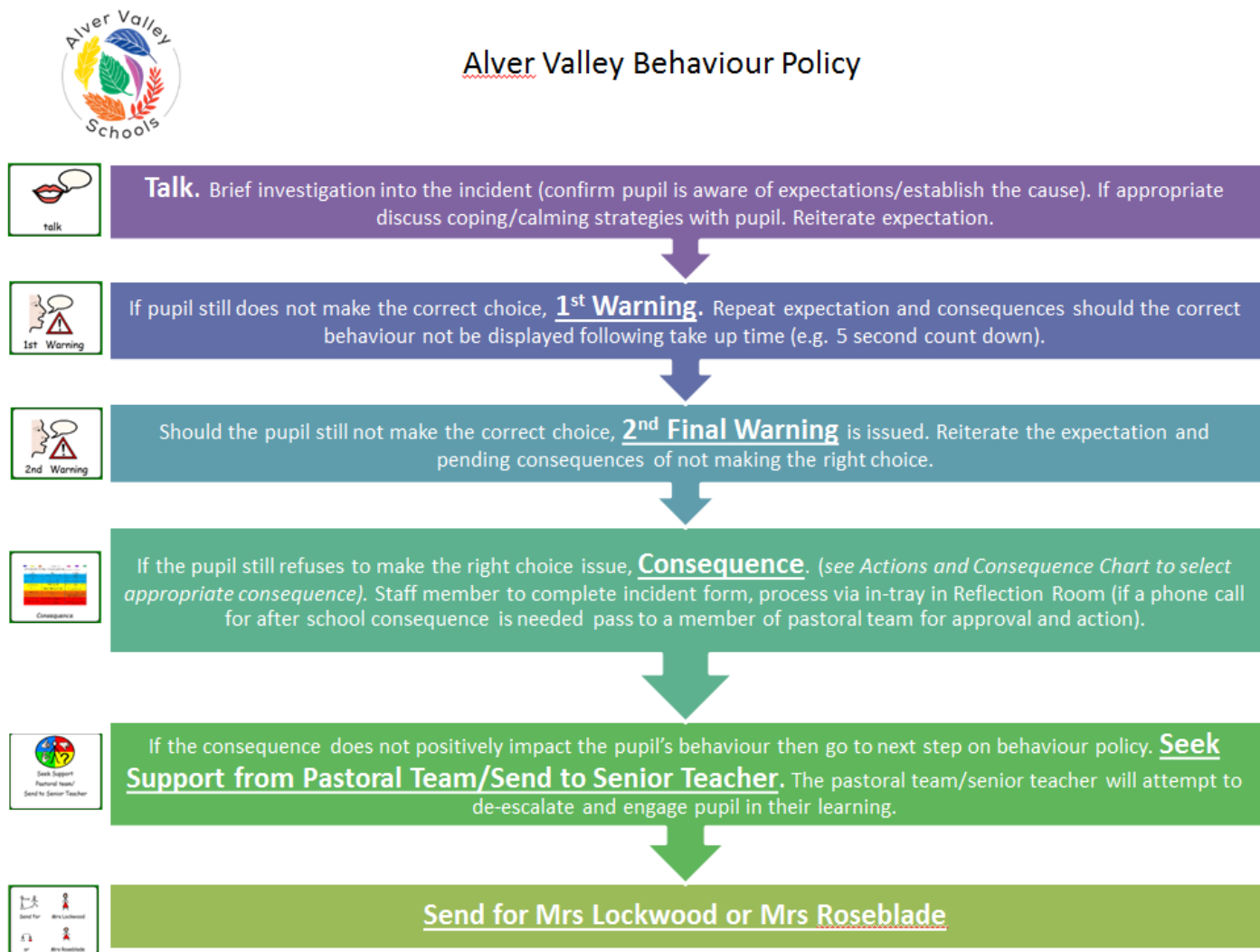
Children are rewarded for demonstrating the school values of resilience, clear communication, confidence, being inquisitive and showing respect and in recognition of pupils developing their learning behaviours using the framework of the six strands (see appendix 2)

Positive rewards may include:

- Visual recognition: through displaying of children's names on the board under a ☺ or class zone boards;
- On the spot spontaneous verbal praise;
- Praise is linked to success criteria, learning behaviours or expectations;
- Star of the week/outstanding work/times tables/reading at home awards;
- Pupils progress in developing their learning behaviours is recognised visually on the class six strands display

- Six Strands awards are given in celebration assembly for pupils showing progress and effort in developing their learning behaviours.
 - Headteacher awards (Splat awards) and Celebration Leaf awards and a text home;
 - Phone calls home on the day;
 - Texts home (both Infant and Junior) on the day;
 - Work on display specifically detailing the reason for the reward;
 - Attendance linked awards and celebrations.
5. **Sanctions** Developed using the DFE guidance [“Behaviour and discipline in schools - Advice for headteachers and school staff January 2016”](#)

For individual incidents adults working with pupils will follow these actions:



N.B. Consequences are set according to Key Stage and type of behaviour. In some instances consequences will be delivered after school, parents will be notified of this by no later than 14:30 on the day of the consequence.

6. Strategies and Support

We make use of a wide range of strategies to challenge and support our children where change in behaviour is needed. These are continually reviewed and developed to meet the needs of individuals and groups. Pupils who need individualised support to develop their learning behaviours identified through teacher referral or the number of behaviour incidents will have an Individual Behaviour Management Plan written that will detail the strategies and teaching plan put in place to support the pupil to be successful.

These strategies include:

- Communication target cards using targets from the Six Strands;
- “Time-in” at playtime and lunchtime (/reflection/detention);
- Structured play intervention with an adult and peer or in lunch club;
- “Cool Down Corners/Chairs” in classrooms;
- Support from a learning mentor;
- Children may be removed to spend time in another classroom;
- Children may be removed to work with senior teachers;
- Parental attendance to deal with crises;
- Parental support in the classroom or in time in;
- “Time-In” working away from the class;
- Part-time time-table;
- Lunchtimes at home in partnership with parents or in extreme circumstances lunchtime exclusions;
- Visual timetables/Now and Then cards;
- Alternative provision: a curtailed school day, returning at 3.30 p.m. for learning after the other children have gone home;
- Fixed term exclusions;
- Re-integration meetings to establish what needs to change for the pupil to be successful;
- Permanent exclusion.

We provide a wide range of focussed support to help children and families overcome difficulties, including:



- Classroom support;
- Dedicated adult support/supervision at playtime/lunchtime;
- Lunchtime club and after school activities to help develop friendships, empathy and social skills;
- Support within the classroom;
- Thrive assessment and groups;
- Learning mentor support;
- Family Link Worker support;
- Links with Local Authority expertise and support through the Behaviour Support Team and Educational Psychology Service;
- Links with other schools who have expertise upon which we can draw, including special schools;
- Links with the Lennox Centre (centre providing part-time placements for children with emotional and behavioural difficulties);

- Advice and support from the Local Authority Inclusion Officer;
- Referral to the Child and Adolescent Mental Health Service (CAMHS), with school staff available to attend consultations with children and parents;
- Links with the School Nurse;
- Links with the Police, and in particular our local Crime Prevention Support Officers;
- Locality/Early Help Hub.

Bullying (See the separate policy)



Bullying is not tolerated in our school. The Executive Headteacher and Head of Schools deals directly with bullying incidents.

Appendix 1 Actions and Consequences Charts

 **Actions & Consequences Nursery** 

Consequences for behaviour given following use of the school behaviour policy:
1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

Actions	Example	Time Out/ Reflection
Not doing as I'm asked first time	Not listening to adults, not following instructions, making the wrong choices	5 minutes
Provoker	Encouraging others to make the wrong choice	5 minutes
Not using kind words	Telling lies, Name calling, and not being kind	5 minutes
Avoiding work	Not joining in, avoiding work or leaving the classroom	Complete the task
Not respecting property or not using equipment safely	Damaging, throwing or drawing on equipment Drawing on resources	5 minutes
Not using appropriate words	Swearing	5 minutes
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting	5 minutes
Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting	5-10 minutes

 **Actions & Consequences Year R** 

Consequences for behaviour given following use of the school behaviour policy:
1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

Actions	Example	Time Out/ Reflection
Not doing as I'm asked first time	Not listening to adults, not following instructions, making the wrong choices	5 minutes from break time, lunchtime or fun activities.
Provoker	Encouraging others to make the wrong choice	5 minutes from break time, lunchtime or fun activities.
Not using kind words	Telling lies, Name calling, and not being kind	5 minutes from break time, lunchtime or fun activities.
Avoiding work	Not joining in, avoiding work or leaving the classroom	Complete the task break time, lunchtime or fun activities.
Not respecting property or not using equipment safely	Damaging, throwing or drawing on equipment Drawing on resources	5 minutes from break time, lunchtime or fun activities.
Not using appropriate words	Swearing	5 minutes from break time, lunchtime or fun activities.
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting	10 mins from break time, lunchtime or fun activities.
Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting	10 mins lunchtime or after school detention and consider further action



Actions & Consequences KS1



Consequences for behaviour given following use of the school behaviour policy:

1) Talk 2) First warning 3) Second warning. Red behaviours severe clause - time awarded without a warning.

Action	Example	Minutes lost
Not trying my best	Not putting best effort into learning	5 minutes from break time, lunchtime or fun activities
Provoker	Encouraging others to make the wrong choice	5 minutes from break time, lunchtime or fun activities
Not doing as I am asked first time	Not following an instruction Making the wrong choices	5 minutes from break time, lunchtime or fun activities
Not using kind words	Telling lies , Name calling Rudeness	5 minutes from break time, lunchtime or fun activities
Avoiding work	Avoiding work, leaving the classroom etc to be timed and made up in catch up learning.	To be timed and paid back in break time lunchtime or after school Seek support after 15 minutes
Not respecting property	Ripping work up or damaging property	10 minutes from break time, lunchtime or fun Activities. Consider further action
Not using appropriate words	Swearing	10 minutes from break time, lunchtime or fun Activities. Consider further action
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	15 mins after school detention
Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	20 mins after school detention. Consider further action including time-in or internal/ external exclusion



Actions & Consequences KS2



Consequences for behaviour given following use of the school behaviour policy:

1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

Action	Example	Minutes lost
Not trying my best	Not putting best effort into learning	5 minutes from break time, lunchtime or fun activities
Provoker	Encouraging others to make the wrong choice	5 minutes from break time, lunchtime or fun activities
Not doing as I am asked first time	Not following an instruction Making the wrong choices	5 minutes from break time, lunchtime or fun activities
Not using kind words	Telling lies , Name calling Rudeness	10 minutes from break time, lunchtime or fun activities
Avoiding work	Avoiding work, leaving the classroom etc to be timed and made up in catch up learning.	To be timed and paid back in break time lunchtime or after school
Not respecting property	Ripping work up or damaging property	15 minutes from break time, lunchtime or fun activities. Consider further action
Not using appropriate words	Swearing	15 minutes from break time, lunchtime or fun activities. SLT consider further action
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	20 mins after school detention. SLT consider further action
Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	30 mins after school detention and consider further action including time-in or internal/ external exclusion

Six Strands Curriculum Targets

Learning Wall Stage One - Nursery

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I know who my special adult is and spend time	I can have a go	I can play on my own	I can tidy up with support	I can accept comfort from a special adult	I can separate from a special adult with support
I know the safe places in my environment	I can show when things go wrong e.g. find my	I can play alongside others	I can wait for my turn with support	I can return to an adult when I need them	I can explore my
I can recognise my own belongings	I can be comforted when things go wrong	I can show interest in others' play	I can accept when my turn finishes with support	I can cope with small changes with support	I can find things I want or need
I can follow every day routines with support	I can accept help when things go wrong	I can join in with others with support	I notice other people's reactions with support	I can begin to share what the problem is	I can try to do things for myself
I am beginning to share with support	I can try again with support	I am able to engage in sustained play	I can help others with support	I can show if I am happy or sad	I can follow simple routines or instructions

Learning Wall Stage Two – Reception Class

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can follow simple instructions with support	I can keep trying when it is tricky	I can focus on an activity of my own choice	I can put things back when I have finished	I can share how I am feeling with support	I can try new things with support
I can stop and listen with support	I can show an adult when things go wrong	I can stop what I am doing and listen to an	I can request a turn	I can stop, think and do with support	I can try new activities confidently
I can use kind actions	I can understand I may need to wait	I can focus on an adult led activity for 5 minutes	I can begin to understand if someone is happy or sad	I can cope with small changes independently	I can talk about my ideas and listen to ideas
I can share things with support	I can seek help	I can move to another activity when prompted by	I know what I am good at	I can calm down with support	I can organise what I need
I can follow simple rules	I can learn by trial and error	I can concentrate on a task independently	I can show kindness to others	I can recognise when I am not coping	I can find a way to solve a problem

Learning Wall Stage Three – KS1

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can follow some rules and understand why they're important	I can recognise my emotions with support	I can concentrate on a task for 5 minutes	I can say good things about myself	I can recognise when I'm not coping	I can accept responsibility for my actions
I can use kind hands and feet	I understand when I need to ask for help	I can remain on task with support	I can use kind words	I can use my safe place techniques	I can learn from my mistakes
I can take turns to talk	I can learn from my mistakes with support	I can follow instructions by the count of 3	I can keep my hands and feet to myself	I can talk to others politely	I can organise myself for learning
I can show I'm listening to others	I can make good choices	I can respond appropriately when spoken to by an adult	I can put my hand up when I need attention	I am able to ignore others' behaviours	I can say good things about myself in a group situation
I can use my words when I am upset	I can accept when things are not always fair	I can pay attention to all adults	I can respect property with support	I can overcome my problems with support	I can ask for things I need
I can think before I act	I can keep going when finding things difficult	I can do as I am asked first time	I can use equipment safely with support	I can make the right choices	I know when I need help

Learning Wall Stage Four – KS2

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can respect and accept my own emotions and others' emotions	I am able to cope in any situation calmly	I can do as I am asked even if I do not want to	I can show empathy towards others	I can calmly think my way through a problem	I can always be prepared to learn
I can cope when things don't go my way	I can use time out independently	I can follow all instructions	I can accept others' points of view	I can admit when I have made the wrong choice	I can accept responsibility for my actions
I can walk away and ask for help when needed	I can accept the consequences of my actions	I can carry out all instructions by adults	I can treat others as I would like to be treated	I can accept the decisions of adults	I can say good things about myself in a group
I can respect other people's feelings	I can cope when I make mistakes	I can maintain focus during class instruction	I am always respectful to the environment	I can patiently wait for my turn	I can say good things about myself
I can respect others' personal space	I can seek guidance when I need it	I can remain on task independently	I can prepare and tidy away independently	I can respond appropriately to how I am feeling	I can start and complete my work independently
I can share appropriately with others	I can use time out with support	I can ignore others' behaviours and distractions	I can use equipment safely and independently	I can express how I am feeling in a safe way	I know when I need help
I understand I cannot always be first	I can accept compliments and criticism	I am able to repeat back my instructions	I can be where I am supposed to be	I recognise physical feelings are linked to my emotions	I can ask for things I need