



Positive Behaviour Policy

Aims and Expectations:

In The Alpha School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way, pupils are able to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behavior policy is to promote good behavior. We have school rules and the staff do not ignore unacceptable behavior, but having high expectations, being good role models and rewarding pupils enables us to promote positive behavior. (See Appendix I ' Rewards and Sanctions)

This policy is designed to promote good behavior rather than merely deter anti-social behavior. When sanctions are needed, this policy outlines the expected outcomes for all pupils.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Principal will:

- Implement the school behavior policy consistently throughout the school by setting the standards of behavior and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehavior.
- Report to Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/ carers when necessary.
- Be aware of and understand his/her rights and responsibilities. (see Appendix II)

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehavior. The Principal may permanently exclude a child for repeated, or very serious, acts of antisocial behavior. This action is only



taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behavior
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society.
- Be a positive role model
- Reward/praise positive behavior
- Use the behavior log when necessary
- Ensure the pupils in their class know the class and school rules and, where necessary, work along parents.
- Be aware of and understand their rights and responsibilities. (see Appendix II)

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility of the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities.(see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Support the school when reasonable sanctions as a consequence have been used



- Promote positive behavior at home in order to have continuity between home/school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the Principal then if necessary the school governors.
- Initially contact the class teacher if they feel their child's behavior, in or out of school, is impacting on the child's well-being.
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Principal about disciplinary issues so that he/she can take the advice into account when making decisions about behavior issues
- Review the effectiveness of the policy

Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the SMT.
- The school keeps a variety of records of incidents of misbehavior, sanction book, Principal's records.

Trips:

Attendance on school trips is a privilege and not an automatic right. If a pupil's behavior before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted on a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behavior which we deem does not live up to our school code of conduct.

Review:

Governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved.



APPENDIX I - Rewards and Sanctions

Rewards:

- To reinforce good work/learning, behavior and attitude we use:-
- Verbal praise
- House points
- Weekly merit certificate given out during school assembly
- Children sent to Principal or Section Head to show their work.

Sanctions:

Stage	Examples of Behavior	Possible Sanctions	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. (e.g. In upper part of school during lunch break) Ignoring instructions Silly noises Pushing in line Not completing sufficient work in lessons Talking in assembly Not completing homework to the expected standard, including reading regularly at home as outlined by the class teacher	Quiet reminder Non-verbal signals (e.g. Eye contact, pointing) Change of seating Name on board after 3 warnings in a day move to stage 2 Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this	Often praising good behavior (e.g. thank you to all of you who are walking along the corridor sensibly) has a positive effect on those not behaving.
Stage 2	Persistent stage 1 behavior Rudeness Affecting of other pupils learning Inappropriate remark to other pupils Minor challenge to authority Damaging schools/ pupils property	Miss playtime with class teacher Child may be sent to a member of the Leadership team	Incidents to be recorded in class sanction book Section Head to check the sanction book half-termly and speak to persistent



	Leaving class without permission Harmful/offensive name calling		offenders. Parents of persistent offenders informed
Stage 3	Persistent stage 2 behavior Persistent swearing Throwing objects with intent to harm Harming someone so they need medical help Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children	Sent to the Section Head Telephone call to inform parents Loss of playtimes /lunchtimes	Behavior log to be filled in
Stage 4	Persistent stage 3 behavior Bullying Fighting Racism Violence Very serious challenge to authority Leaving school without permission	Section Head informed Meeting with parents Loss of playtimes and Ban on representing the school and/or trips outside school fixed period Internal exclusion from lesson	Situation to be monitored by teachers and Section Head
Stage 5	Persistent stage 4 behavior Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult Malicious physical assault on another pupil	Exclusion for morning or afternoon to include a lunchtime - fixed period Exclusion for a fixed term Exclusion for a fixed term	
Stage 6	Repeated stage 5 behavior	Governor disciplinary subcommittee convened. Permanent	



		exclusion from school	
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All the above sanctions are put in place at the discretion of the Principal, and the context and child's needs will be fully taken into account when sanctions are applied

Appendix II – Rights and Responsibilities

Staff

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive



	manner
To be treated courteously by all others in the school community	To model courteous behavior To recognize and acknowledge positive behavior in others
To be made fully aware of the school's systems/ policies/ expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behavior management	To support others in developing their skills in promoting positive behavior. To acknowledge areas of own behavior management skills that could be developed To try/use and to evaluate new approaches

Pupils

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner



	To listen to others
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Parents

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To access to information on the school's procedures for positive behavior	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively