

**Alt**  
**Academy**  
**Behaviour**  
**Policy**



**The Harmony Trust**  
**Alt Academy**  
**Behaviour policy (including Anti-Bullying)**  
 Updated September 2017

**Aim**

At Alt, we have developed our own approach to Rights and responsibilities which we call our Respect Charter. Across the school, we aim to show respect for; Self, Others, Learning, Environment. Each class and unit have developed charters based on the SOLE and the Unicef Rights of Every Child. These are our agreements for how we behave and what we believe. We are in the process of establishing ourselves as a Rights and Respecting school and this work informs our assemblies, our PSHE curriculum and our ethos.

We want our school to have a calm and caring atmosphere where everyone feels safe and happy. We aim for all our children to achieve to their highest potential and excellent behaviour is fundamental to ensure every child succeeds. We believe that we all have a part to play in building a positive foundation for behaviours and attitudes to learning and that positive relationships are the root of this.

Consistency of approach across school is vital to promote positive behaviour and respect. Every member of staff must have high expectations of all pupils and take a collective responsibility both in class and around school.

This policy reflects the values and principles that we collectively consider to be important to our school. It is a live document and should be referred back to whenever necessary.

**Rewards**

Our rewards and sanctions are consistent throughout school, so that children have continuity from class to class and have a better understanding of good behaviour and respect.

We fully recognise and reward helpful and cooperative behaviour, good work, achievement and attendance.

<p><b>Smile</b> The most common reward used is “the smile” to recognise that the child is making the right choices.</p>
<p><b>Verbal – well done</b> Public recognition for good behaviour choices and / or good work</p>
<p><b>Written feedback – in books</b> Comments made on excellent work and effort</p>
<p><b>Stickers</b> A whole school approach meaning that all staff, including middays and admin staff, can give stickers which pupils then stick on their reward cards</p>
<p><b>Sharing good work – public acknowledgement in class</b> Sharing an exceptional piece of work with the class and displaying a copy of it on a good work wall for the remainder of the week</p>
<p><b>Star of the day</b> A certificate / postcard sent home to inform parents of a super day at school</p>
<p><b>Responsibilities for pupils</b> <b>Monitors include:-</b> Friendship monitors, Class monitors, Dinner helpers, Sports Leaders, Healthy Action team, Eco council and School council. Responsibilities are celebrated through displays and badges/sweatshirt colours.</p>
<p><b>Star of the week</b> Certificates are given in the end of the week reward assembly and parents are invited. Stars of the week are included in weekly newsletter.</p>
<p><b>Celebration assemblies weekly</b> <b>KS1 and KS2 attendance:</b> A certificate is given to the class with the best attendance in both KS1 and KS2.</p>
<p><b>End of year awards (prizes)</b> Achievement and effort certificates are presented in a special assembly. Children are nominated to receive special prizes and awards.</p>
<p><b>Sending to other staff members with work</b> Children who have produced exceptional work can be sent to other staff members (including the Principal) for further recognition</p>
<p><b>Celebrate success with parents</b></p>

Informal comments at the end of the day or celebration postcards or phone calls to reward exceptional work and achievement.
<b>GOLDEN TIME- Every child is entitled to 25 minutes Golden Time each week (5 mins per day) Activities are negotiated in each class and planned for Friday afternoons.</b>

**Sanctions**

At Alt, we use the language of Choice and Consequence. We believe that, in most cases, pupils choose their behaviour. Choices always bring consequences; either rewards or sanctions. We understand that everyone can make a poor choice/ mistake and therefore consequences should be supportive. Our language also includes a reference to the area of the Respect Charter that has been broken and what can be done differently next time. The following table shows the sanctions used at Alt for children who break our *Respects*.

Sanctions at Alt- Classroom

<b>“The Look”</b> Minimal eye contact and a stern look given for routine misbehaviour or lack of respect. Praise children who are demonstrating the desired behaviour as a way of reminding about expectations-eg, “Thank you for putting your hand up”
<b>1<sup>st</sup> Verbal Warning</b> - remind of respect charter
<b>2<sup>nd</sup> Verbal Warning</b> - highlight required behaviour/ respect
<b>Move peg to 1<sup>st</sup> space</b> - remind of <i>Respect</i> broken
<b>Move peg to 2<sup>nd</sup> space</b> - <b>lose 5 minutes of Golden time.</b> Discuss appropriate behaviours
<b>Move peg to 3<sup>rd</sup> space</b> - <b>Break time detention.</b> Write/talk about <i>Respect</i> broken and how to improve.
<b>Contact parents when a child has been given 5 break-time detentions.</b>

Playground Sanctions-

<b>Verbal warning and discussion about <i>Respect</i> broken/ behaviour required.</b>
<b>Removed to ‘time out ‘ area for 5 or 10 minutes to reflect, before being allowed to join-in.</b>
<b>Serious/repeated incidents to be reported to SLT for sanction. Behaviour log completed.</b>
<b>Removal of playground</b>

Please note-

**Behaviour sanctions for classroom involve loss of Golden Time and not removal of playtime. Behaviour sanctions for poor behaviour at playtime involve loss of play/lunch time privileges.**

Recording Behaviour-

<b>CLASS BEHAVIOUR LOGS MUST BE COMPLETED DAILY FOR CHILDREN WHO LOOSE GOLDEN TIME.</b> THESE WILL BE KEPT IN CLASS- These will be monitored 2 weekly by Deputy
<b>INCIDENTS AT PLAYTIME SHOULD BE REPORTED TO UNIT LEADERS WHO WILL GIVE A SANCTION INVOLVING EXCLUSION FROM PLAYTIME. BEHAVIOUR LOGS MUST BE COMPLETED</b>
<b>BEHAVIOUR LOGS MUST BE COMPLETED FOR ANY INCIDENT WHERE A CHILD HAS HURT OR SWORN AT SOMEONE.</b> THESE MUST BE PASSED TO PRINCIPAL OR DEPUTY IMMEDIATELY. ACTIONS/SANCTIONS WILL BE GIVEN BY Pr OR D Pr. THESE LOGS ARE KEPT IN SCHOOL BEHAVIOUR FILE AND ANAYLSED HALF TERMLY.

Additional Support-

<b>Use of behaviour contract for children who need additional support with behaviour.</b>
<b>Use of learning mentors for children who need additional support with behaviour.</b>
<b>Speak to parents</b> - Formal contact made and parents asked to come and see principal/deputy and class teacher. At this meeting, a behaviour contract will be agreed to ensure a consistent approach between school and home.
<b>Nurture Provision- KS2</b> Alternate provision for children struggling to access learning in the classroom.
<b>Exclusion – internal</b> Pupil will be excluded in school for a period of time with a senior member of staff.

<b>External agency advice and support</b> – advice will be sought from Jigsaw/QEST to develop an individualised support plan.
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<b>Exclusion – external</b> - Formal disciplinary procedure involving governors and LA
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### Physical Intervention-

Staff at Alt are Team Teach trained. In any event where a child places themselves, peers or adults in danger, staff will physically intervene to manage the situation carefully. These incidents are logged and managed effectively, according to Team Teach guidelines.

### **Children leaving school premises without permission**

Children are not given permission to leave the school premises.

Every effort will be made to

- Find the child
- Contact the family

If the child is not found within 25 minutes, the police will be informed.

**Consistency across school is of the utmost importance. Every member of staff must ensure that they have high expectations of the pupils and take a collective responsibility both in class and around school.**

## **Racism**

### **Definition of a racist incident**

A racist incident occurs when people are abused because of their racial difference.

Incidents are investigated as potentially racist if a) the victim experiences it as racially motivated or b) others involved see it as such.

Racism is on a continuum that includes bullying and other personal abuse.

### **It is crucial therefore:**

- For the victim to feel supported by the school
- For the perpetrator to be dealt with appropriately

### **Responding to racist incidents**

Racist incidents are serious, however trivial they may seem in isolation. They are extremely personal and offensive.

- All incidents are dealt with sensitively
- The Principal /Deputy Principal are responsible for dealing with racist incidents.
- All staff need to be confident and supported in dealing with racist incidents.
- Time is given to investigate an incident thoroughly, to ensure that justice is done and seen to be done by all involved.
- Support is given to victims.
- Perpetrators are counselled and dealt with appropriately and fairly.
- Staff, pupils, governors and parents are kept informed of progress and outcomes.

### **Data collection and monitoring**

All racist incidents are logged. The log also includes other kinds of personal abuse, like bullying and Cyber-bullying. Incidents are reported to the Harmony Trust and also the Local Authority.

At Alt, we:

- Encourage pupils to talk about themselves positively and regard themselves as achievers.
- Provide additional support and security required for any pupils before and after school.
- Celebrate diversity and individuality alongside promoting equality and mutual respect.
- Celebrate and maximise pupils' experiences and backgrounds when planning and gathering teaching materials.
- Involve pupils in discussions about racism in circle time activities
- Use the skills of bilingual support staff effectively in school.
- Ensure pupils are given specific information and advice (on what to do if they are victims of a racist incident)

- Develop positive relationships between staff and pupils in order to ensure children can tell about their experiences and share incidents of abuse

## **Anti-Bullying**

### **Rationale**

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from name calling, racist comments, teasing, threats and extortion through to physical assault on persons and/or their property, in or out of school.

School will not tolerate any form of bullying including that which is linked to racism, homophobia, gender, disability or social background.

### **Purposes**

- Every child in our school has the right to enjoy learning and play, free from intimidation, both in school and in the community.
- Our school does not tolerate any unkind actions or remarks, even if they were not intended to hurt. Bullying is dealt with seriously.
- Pupils should help each other by reporting all instances of bullying. Information is treated confidentially.

### **Procedure**

#### **Reporting**

Pupils should be encouraged to report bullying to any adult. Information is taken seriously at all times and dealt with in a professional and confidential manner.

#### **Recording**

All incidents of bullying are recorded in the school behaviour file, held by the Principal.

#### **Investigation**

The situation is investigated and the outcome communicated to those involved. Parents of victims and bullies will be involved and informed of the outcomes.

#### **Staff action**

Bullies should not be bullied.

Victims should be provided with a "safe refuge"

Bullies and victims may be counselled together.

All involved must see something is being done.

**Incidents** are - Recorded in the school behaviour file and dealt with by the Principal/Deputy alongside the class teacher and learning mentor. Sanctions/support will be arranged, as outlined in the behaviour policy.

#### **Learning**

There are frequent opportunities for pupils to discuss all forms of bullying in many curricular areas - PSHE / assemblies/ school council. Pupils are taught about the different kinds of bullying – racist, homophobic and social networking / cyber-bullying.



Behaviour  
and  
Consequence  
Ladder



Eye Contact

1<sup>st</sup> Verbal  
Warning

2<sup>nd</sup> Verbal  
Warning

Move peg onto  
1<sup>st</sup> space

Move peg onto  
2<sup>nd</sup> space  
Lose 5 min Golden Time

Move peg onto  
3<sup>rd</sup> space  
Breaktime Detention

5 detentions  
Parents Informed