



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Behaviour for Learning Policy including Exclusions

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GB Committee responsible: *Learning and Children's Committee*
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Policy Development

Change	Responsible	Date
Reviewed– no changes		March 2015
Addition of playground keys, munching mensches & success tree	MJS	Oct 2018
Addition of definitions, banned items and de-escalation strategies; clarification regarding pornography	MJS	May 2021

New

Ammended

Alma Primary Behaviour for Learning Policy

Executive summary

A copy of this executive summary is in the staff handbook – any changes to this policy should be reflected there.

Key points:

This policy outlines the principles of behaviour management at Alma Primary and details acceptable and unacceptable behaviour.

We encourage positive behaviour through our behaviour for learning code and encourage children to take responsibility for their actions.

Our Behaviour for learning code encourages children to:

- Show respect to other people and their property, through words and actions;
- Use hands or words to help, not to harm;
- Accept responsibility for the things they do;
- Try to do their best;
- Listen to feedback

In the event of encountering unacceptable behaviour the policy outlines the steps teacher may take. Staff are always expected to take steps to de-escalate situations involving confrontation.

In cases of extreme unacceptable behaviour or continued non-compliance the policy details the steps the head teacher and governors may take in excluding a child.

Introduction

At Alma Primary we provide a welcoming, caring school environment, which challenges, motivates and stimulates each child, whilst fostering qualities of excellence. We believe that good behaviour underpins teaching and learning and children at Alma Primary are encouraged to take responsibility for their own behaviour.

Relationships in our school are based on respect and we aim to develop positive self-esteem in each child. Staff at Alma Primary have high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We expect that all members of the school community will actively support our approach to behaviour for the benefit of all:

- *Children:* knowing how they are expected to behave and understanding the consequences of their behaviour.
- *Staff:* presenting good role-models of behaviour and managing behaviour in a fair and consistent manner.
- *Parents:* upholding the policy and Home-School agreement in partnership with the school.
- *Governors:* monitoring and supporting the policy and evaluating its impact.

Aims and Overview

The aims of this policy are:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- To enable children to develop a sense of worth, respect and tolerance for others; and
- To produce an environment in which children feel safe, secure and respected.

To provide a happy, safe, secure and stimulating environment, for the welfare of our children and all concerned with the life of our school, we will create a climate of behaviour for learning where we:

- Deliver a high quality and relevant education;
 - Promote good behaviour by using a range of strategies based on positive reinforcement and by providing rewards for children of all ages and abilities;
 - Apply positive policies to create a caring community of learning where there is co-operation, excellence in teaching, high aspirations to do well and active participation in learning;
 - Teach values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, and to foster in children a respect for themselves, for other people and their property;
 - Ensure that there is consistency and clarity when dealing with incidents of inappropriate behaviour throughout the school;
 - Share our values with our school community to develop support and consistency;
- and
- Have consistent expectations of behaviour for all members of our school community, taking SEND into account.

Guidance and Principles

This policy should be read in conjunction with the DFE guidance: Behaviour and Discipline in Schools, issued in January 2012, which may be found [here](#).

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In order to become the best they can, and to make the most of their learning opportunities, children need clear expectations as well as encouragement to behave well. Core Jewish values of responsibility for our own actions and mutual respect underpin our positive behaviour approach:

derech erez – behaving respectfully towards everyone and everything;

ve'ahavta le'rayekha kamokha – behaving towards others as you would like them to behave towards you.

Behaviour for Learning Code

The standards we expect will be clearly defined and reinforced. At Alma Primary children will be encouraged to:

- Show respect to other people and their property, through words and actions;
- Use hands or words to help, not to harm;
- Accept responsibility for the things they do;
- Try to do their best;
- Listen to feedback

Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual. This is addressed in the school’s Preventing Bullying Policy
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

For the purpose of this policy, “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour

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- Extreme behaviour, e.g. violence, running away from school, vandalism etc
- Any behaviour that threatens safety or presents a serious danger, that intentionally inhibits the learning of other children or any behaviour that requires the immediate attention of a staff member

Behaviour to support the code

The following actions and attitudes are ways in which children can support the behaviour for learning code:

- Respond politely and respectfully to all members of staff;
- Actively listen to others;
- Disagree with others respectfully;
- Be helpful and kind to everyone;
- Appreciate and celebrate differences;
- Understand their feelings and the feelings of those around them;
- Ask for help or tell an adult if they are unhappy.

We believe that the most effective way of achieving our aims is to praise and encourage positive behaviour, which is reflected in the Alma Primary Code of Conduct, which is displayed throughout the school. Examples of positive behaviour will be praised in class, both verbally and by receiving tangible rewards such as stickers. Each class has a behaviour system on display which reflects the school Code of Conduct. Children may also share their achievement with the Head and certificates will be awarded during achievement assemblies. For children with SEND, individual targets and expectations may be required. These should be discussed with the school Inclusion Leader, their teacher, the child and their parents/carers.

Munching Mensches

One specific, whole school approach we have to recognising and rewarding the behaviour we expect is our 'munching mensches'. Each week class teachers choose one child who has been an outstanding member of the class to have tea with the headteacher. 'Mensches' are given a letter so that parents know their child has been selected that week.

Success Tree and Giraffe Club

In addition to individual reward and encouragement systems, we have a school wide whole class reward system, our 'Success Tree' in the school hall. During the week teachers are able to give classes 'leaves' for participation, creativity, quiet transitions and positive engagement in school. The leaves are counted on Friday mornings with the children and the winning class each week is rewarded. We also have a Giraffe Club, on display in the entrance hall, recognising children who 'stick out their necks' for others.

The behaviours listed above are also those that assist in learning, and so we expect co-operative behaviour to lead directly to better learning outcomes for all children. Children will be taught what is unacceptable behaviour and will be made aware of the consequences of breaking the rules:

Unacceptable Behaviours include:

- Speaking to adults or children without respect;
- Behaving roughly or violently;
- Threatening behaviour including bullying;
- Excluding others
- Discrimination;
- Deliberate vandalism of school property.

Recognising Good Behaviour

Every child is valued at our school and should receive equal opportunities for taking responsibility in the school. All children are expected to:

- Treat others as they would like to be treated, be caring and considerate towards others, and respect each other's personal space;
- Work hard and to the best of their ability;
- Make positive contributions to class discussions and value differing points of view; take responsibility for their learning and ask if they do not understand;

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- Listen carefully whilst other children and adults are talking; respond promptly and politely to peers, teachers, teaching assistants, lunchtime supervisors and all other adults such as parent volunteers;
- Work sensibly with other children in the classroom; talk quietly and do not interrupt;
- Behave sensibly and in an orderly fashion when moving around the school; look after personal belongings; take good care of the school environment; tidy away equipment;
- Take responsibility for their own actions and their consequences.

Staff should be fully aware of SEND when managing behaviour. Some children will need individualised support in order to manage these expectations, for example if they have SEND. Where necessary and appropriate adaptations will be made on a case by case basis and staff are encouraged to seek advice from the school Inclusion Leader if unsure about how to work effectively on behaviour with individual pupils

All staff are expected to:

- Undertake duties in a professional manner; provide support and encouragement to each other in accordance with the policies and procedures of the school.
- Make explicit in a consistent, constructive and positive way the behaviour expected of children; use a language of choice and consequence.
- Be firm without being confrontational; handle situations with a degree of warmth and concern.
- Provide praise and encouragement for learners; offer challenge and highlight their achievements.
- Work closely with parents in a discreet and pro-active manner.
- Celebrate positive behaviour as an essential component to learning, using class and whole-school opportunities to promote and recognise positive behaviour.
- Present a good role-models of behaviour and managing behaviour in a fair and consistent manner.
- Work with the Inclusion Leader when a child has SEND and is struggling to manage their behaviour.

Parents as Partners

Parents have a vital role in promoting good behaviour in our school, and so effective home-school liaison is important. At Alma Primary we give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial to maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school are aware of those concerns, and of the steps which are being taken in response. Early warning of concerns should be communicated to parents and the SENCo so that strategies can be discussed and agreed before more formal steps are required.

We expect parents:

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To support the school in implementing its behaviour policy through positive reinforcement of expectations at home and at school;
- To inform us of any trauma which may affect their child's performance or behaviour at school; and
- To inform us of their child's ill health and any absences connected with it.

The school will:

- Promote a welcoming environment;
- Give parents regular constructive and positive comments on their child's work and behaviour;
- Encourage parents to come into school on occasions other than parents' evenings;
- Keep parents informed of school activities
- Involve parents at an early stage when there are any concerns about their child.

Where a child's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

Statutory Authority Regarding Child Behaviour and Discipline

We recognise that in accordance with the relevant laws and statutory responsibilities:

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- Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for children, such as teaching assistants.
- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate children's property.

Learning and positive behaviour

Positive behaviour is the 'hidden curriculum'. It is explicitly taught through PSHE (Personal, Social, Health Education), Jewish learning, citizenship, RE (Religious Education) and through Collective Worship.

The Jewish ethos of the school plays a major part in the framework of positive behaviour which is constantly modelled, promoted and expected by:

- Developing the self-esteem of everyone in the school.
- Enabling everyone to have respect for themselves and for others.
- Creating a climate in which quality relationships can develop between everyone in the school.
- Contributing to the personal and social development of children.
- Developing emotional competence, self-awareness and self-discipline in children.
- Promoting mutual understanding in order that an atmosphere is created for effective learning.
- Encouraging children to make informed and well-balanced choices.

Playground KEYS

In order to encourage a positive and safe environment in our playground, we have four simple guidelines which are discussed with children. These are our playground KEYS:

- Keep safe in our playground
- Everyone needs respect in our playground
- You are responsible for our playground
- Sand stays outside in our playground!

Solving behaviour-related problems

At Alma Primary we use a cooperative approach to resolve conflict, based on conflict resolution and restorative justice. This approach uses peer mediation to build, maintain and repair relationships.

A child who suffers 'low-level' physical or emotional hurt by another child must first:

1. Let the child know how he / she is feeling and give them a reason to stop.
2. If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.

De-escalation strategies

Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation, including:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a child's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the child and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you return to your seat, I can help you with your work" rather than "if you don't return to your seat, I won't help you with your work".

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Addressing poor behaviour

Consistently poor behaviour is recognised as a form of Special Educational Need and the school will proceed accordingly. The approach used will depend upon the behaviour exhibited. All staff (teaching and non-teaching) will have training in behaviour management, with the aim that there will be a consistent approach across the school.

Incidents are classed as:

- Minor incidents would normally be handled by the responsible adult (e.g. lack of cooperation, ignoring, less serious rudeness)
- Medium Incidents may be dealt with by class teacher if they are one off incidents (e.g. being deliberately rude; being disruptive – no physical danger; being involved in negative/aggressive arguments; teasing; swearing; minor untruths)
- Major Incidents should always be referred to the Headteacher (or an Assistant head/Senior Teacher in the absence of the Head) who will deal with the matter in collaboration with the class teacher (e.g. racial teasing – sexist/racial comments/abuse; threatening/aggressive behaviour; hurting another child/adult; spitting; stealing; deliberate deceit or damage to property; unsafe behaviour – throwing things; bullying)

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same. Minor incidents will be dealt with within the classroom, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges.

An intermediate level incident will be dealt with as an opportunity to help the child learn to reflect on their behaviour, through self-selecting an appropriate consequence for their actions if they continue. Work left unfinished as a result of poor behaviour will be completed in the child's own time.

If a more serious problem occurs the issue will be escalated to a senior member of staff and parents/carers will be informed in writing.

Persistent misbehaviour will be dealt with in the following ways:

- Working with parents through the home school agreement to produce a programme which encourages improvements in behaviour;
- Seeking help from outside agencies such as the Educational Psychologist;
- In extreme cases the Head (or suitably trained member of staff delegated to do this) may decide that a child must be restrained using reasonable force;
- Extreme cases of behaviour will be dealt with by internal exclusion, where children are placed in isolation from the rest of the school under the direct supervision of the Head teacher. A meeting is called with parents to discuss re-integration back into class, which will be done subject to strict agreed conditions;
- In the event that a child's behaviour is unmanageable in school, he/she will be externally excluded as a last resort. OFSTED reports "The school's philosophy, a supportive and stable school environment, and strong relationships between the school and parents are important factors in preventing very young children from being excluded from school". This is exactly the environment that Alma Primary is creating, and consequently we expect exclusion to be a rare event indeed. In the event of an exclusion, a member of school staff will be in regular contact with the home to minimise the amount of work missed. The re-integration back into school will be a carefully managed process, with one key member of staff taking responsibility for the child for at least two weeks after return to school. The partnership between the parents and the school is crucial for the management of this difficult process.

Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment including matches, lighters, etc.
- Drugs and smoking equipment, including cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs), alcohol, solvents, any form of illegal drugs, any other drugs, except medicines covered by the prescribed medicines procedure

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- Weapons and other dangerous implements or substances, including knives, razors, laser pens, pepper sprays and gas canisters, fireworks or dangerous chemicals
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)

In a situation where children have brought pornographic images into school, or shared them digitally, this will be dealt with under the safeguarding and relevant policies.

All members of staff can use their power to search without consent for any of the items listed above. Where required, searches will normally be conducted by a same-sex member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. Staff members may instruct a child to remove outer clothing, including hats, scarves, boots and coats in order to conduct a search. The school is not liable for any damage to, or loss of, any confiscated item.

The headteacher will always be notified when any item is confiscated. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a child. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Behaviour Outside Alma Primary

When behaviour of an Alma Primary child outside of school has a negative effect on another individual or group within the school, this policy will still have effect. Similarly, children's behaviour outside Alma Primary on trips and journeys, School sports fixtures or representing the school, is subject to this Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in Alma Primary.

For behaviour outside Alma Primary but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the child body as a whole. If children's behaviour in the immediate vicinity of the Alma Primary or on a journey to and from Alma Primary is poor and meets the Alma Primary criteria for exclusion then the Head teacher may decide to exclude.

Temporary Exclusion

A temporary exclusion of 1 to 5 days may be invoked if:

- Established behaviour targets have not been met
- A severe behaviour incident has occurred (e.g. physical attack, significant damage, uncontrolled threatening behaviour including verbal abuse, significant impact to learning of others etc.)
- A child has repeatedly been on some form of consistent monitoring and reporting which has failed to help them improve the behaviour they have shown.

At this stage the following activities should occur in conjunction with all measures to work with the child:

- Temporary exclusion (1-3 days)
- A 'Staying in School' contract agreed between child, teacher & parent/carer
- Chair of Governors informed
- LA informed that child at risk of exclusion
- Review period agreed of between one and four weeks

At the end of the review period the Headteacher will determine whether to return to a monitoring approach or move to a permanent exclusion.

The decision to exclude, whether temporarily or permanently, can be made only by the Headteacher after speaking with the child and taking into account all contributing factors. All decisions will also be made in line

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with the principles of administrative law and with due respect to the legislation relating directly to exclusions and the school's wider duties, including the European Convention of Human Rights and statutory duties relating to special educational needs (SEN).

The head teacher will take into account their duty of care when excluding and the obligation to inform parents immediately.

Fixed term Exclusion

A fixed term exclusion of between 4 to 20 days will only be considered if, following a temporary exclusion attempts to work with the child have failed to make any progress or

- as a response to a serious breach (or persistent breaches) of the school's behaviour policy
- when allowing a child to remain in school will seriously harm the education or welfare of the other children in our care, or to adults in the school.

Permanent Exclusion

Permanent exclusion of a child will only be considered once a fixed term exclusion has failed to make any progress. This decision will be taken by the head teacher in consultation with governors.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Alma Primary or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Head teacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account this policy and the school's Equality Policy
- Allow the child and parents to give their version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head teacher, is satisfied that on the balance of probabilities, the child did what he or she is alleged to have done, exclusion will be the outcome.

Exclusion Procedure

Most exclusions would be of a fixed term nature and of short duration (usually between one and three days). The Governors have established arrangements to review promptly all permanent exclusions from the Alma Primary and all fixed term exclusions that would lead to a child being excluded for over 15 days in an Alma Primary term. The head teacher will inform the Chair of Governors immediately of any decision to exclude a child.

Prior to exclusion parents are contacted immediately where possible by phone. A letter will also be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body as directed in the letter.

A Post Exclusion meeting will be held following the expiry of the fixed term exclusion and this will involve the child's parents and class teacher. Where it is deemed necessary; a Pastoral Support Plan will be drawn up. This needs to be agreed with the headteacher, child and parents. Independent working may be used as a means to reintegrate a child who has served an external exclusion.

Education for excluded Children

For any fixed-period exclusions of more than four school days, the governing board will arrange suitable full-time education for the child, which will begin no later than the sixth day of exclusion.

7.2. Where a child receives consecutive fixed-period exclusions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.

7.3. For permanent exclusions, full-time education will also be provided for the child from the sixth day of exclusion.

7.4. The governing board will not arrange full-time education for any child who is currently in their final year of compulsory education, and who does not have any further public examinations to sit.

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7.5. The governing board is aware that it is beneficial to excluded children to begin their alternative education arrangements before the sixth day of exclusion. The governing board will always attempt to arrange alternative provision before the sixth day of exclusion.

7.6. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded child.

7.7. If a child with SEND has been excluded, the governing board will ensure that:

- Any alternative provision is arranged in consultation with the child's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed/the child's needs are reassessed, also in consultation with the child's parents.

Exercise of Discretion

In reaching a decision, the Head teacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether exclusion is the most appropriate sanction, the Head teacher will consider:

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Alma Primary's Behaviour Policy
- the effect that the child remaining in the Alma Primary School would have on the education and welfare of other children and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of Governors, when they meet to consider the Head teacher's decision to exclude. The Head teacher will explain the reasons for the decision and will look at appropriate evidence, such as the child's school record, witness statements and the strategies used by the staff to support the child prior to exclusion.

Exclusions summary

Type	Conditions	Approval	Process
Temporary: 1-3	Established behaviour targets have not been met A severe behaviour incident has occurred Consistent monitoring and reporting has failed to address behaviour	Headteacher (or deputised AHT)	CoG & Barnet Informed Parents informed
Fixed term: 4 – 20 days	Following Temporary exclusion or		A Post Exclusion meeting following expiry of FT period
Permanent	All other attempts to work with the child have failed to make any progress Response to a serious breach Potential for serious harm to other children or adults		