

Ysgol Alexandra



Behaviour Policy

Approval date:	20 th June 2022
Review date:	Summer 2025

Ysgol Alexandra Behaviour Policy links to the following Primary School policies;

- **Child Protection and Safeguarding**
- **Tackling extremism and radicalisation Policy**
- **Equality Policy**
- **E-Safety Policy.**

At Alexandra School, we expect our pupils to adhere to our school rules – **‘Ready, Respectful, Safe’**.

This policy must be consistently applied by everyone at the school to maximise our children’s opportunities to learn and develop new skills in a happy, safe and nurturing environment. However, children’s personal circumstances and individual needs will always be taken into account. Staff are fully aware that ‘behaviour’ is a form of communication and there are always reasons behind it.

It is our expectation that pupils at Alexandra are always ‘Ready, Respectful, Safe’. Staff may acknowledge this by the use of positive reinforcements such as praise / stickers / dojo points, etc. When pupils exceed our expectations and go ‘above and beyond’, they will be rewarded in the following ways:

- Positive telephone call home, resulting in a visit to Head Teacher’s Hot Chocolate.
- Positive note / postcard home

Pupils are held responsible for their behaviour. Wherever possible, staff will deal with behaviour without delegating. Staff will use our ‘Pivotal Pathway’ for dealing with poor conduct.

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. If pupils choose to ignore early interventions (as set out in the earlier stages of the Pivotal Pathway below), then a more formal process is required. Staff will deliver sanctions calmly and with care taking pupils individual needs into consideration.

In incidences of serious misconduct, some steps of the Pivotal Pathway process may not be appropriate and acceleration to ‘red’ may be necessary. It may also be necessary in very serious circumstances to exclude a child from school.

Stage	Definition	What this may look / sound like
‘Drive by’	The purpose of the ‘drive by’ is to allow the pupil to know that staff have noticed their behaviour. Without giving the pupil direct attention (which is often the purpose of low level disruption) it gives them the opportunity to correct their behaviour.	This may take the form of: - ‘Catching the child’s eye’ - An acknowledgement – smile, nod, raised eyebrow, gentle touch on the shoulder, thumbs up - Standing in close proximity / walking by them - Checking they’ve got the equipment they need / they understand the task - Distraction - Praising a nearby pupil who is modelling the expected behaviour
‘Group / class reminder’	A reminder of the expectations for learners – ready, safe, respectful. Staff make pupils aware of their behaviour, the learner has the choice to do the right thing.	This may take the form of: - Task reminder - Rule reminder - Choice reminder (‘Are we all ready? Let’s see who’s sitting nicely...’) - Reminder of past success - Praise for other groups or individuals who are modelling the expected behaviour

'Individual reminder'	Discreetly, on an individual basis, an individual reminder of the expectations. Staff make the pupil aware of their behaviour, they then have the choice to do the right thing. Ends with a brief reminder of past success.	"I've noticed that you are (the behaviour). This means you are not safe/ ready / being respectful. I need you to I know you can because.....(reminder of past success)". Staff member then walks away and gives the pupil the opportunity to make the right choice.
'Caution'	A clear verbal caution, delivered discreetly wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.	"I've noticed that you are continuing to (the behaviour). This means you are not safe/ ready / being respectful. If you continue (consequence)". Staff member then walks away and gives the pupil the opportunity to make the right choice.
'Class / yard consequence'	The action taken by staff as a result of the pupil choosing not to correct their behaviour despite several opportunities, within the classroom or on the yard. Following a class/ yard consequence being carried out, a restorative conversation* with take place at a mutually convenient time. Usually, this will be led by the member of staff that issued the consequence.	This may take the form of: - Moving seats - Sitting next to or walking alongside an adult - Removal from a provision area - Removal of or substitution of an item / piece of equipment - Loss of a portion of their playtime - Loss of choice of activities / privileges
'Time out'	If the behaviour persists, despite all of the above, the pupil will be removed from the classroom or playground to protect the safety of all pupils and to avoid further disruption to learning. At this point, the senior leadership team will be involved and parents will be informed. Following a 'time out', a restorative conversation* will take place at a mutually convenient time. Usually, this will be led by the member of the senior leadership team that issued the consequence.	Removal from class or yard, supervised by senior leadership team.

* 'Park & restoration'	* Staff use a restorative script to allow the pupil to reflect on the choices that they have made and the impact that it had on themselves and others. It is also an opportunity to discuss the choices that the pupil will make in the future.	- What happened? - Who has been affected? - How have they been affected? - What needs to be done to put things right? - How can we do things differently in the future?