

BEHAVIOUR POLICY



Alexander McLeod Primary School

Updated: September 2024
Date of review: September 2025

Purpose

This policy clearly outlines the standards of behaviour that are expected in our school environment. Our expectations are explicit in order to provide staff with a guide on how to model, teach and guide desired pupil behaviour.

Aim

Here at Alexander McLeod Primary School, we consider that the best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. We believe that promoting positive behaviours will produce better outcomes and improve both pupil and staff well-being. We pride ourselves on having exceptionally high standards for all our pupils with regards to their learning, behaviour and overall conduct. At this school, we aim to nurture children to become responsible and influential members of the local community and beyond.

The aspirations we have for all children are encompassed in our school motto:

Belong, Believe, Achieve

Our vision is for all children to feel a deep sense of belonging as part of the school community. We believe that this will promote a sense of self-belief, which in turn will maximise pupil achievement.

School values

Here at Alexander McLeod, our school values are extremely important to us. Children and staff both model the high expectations and standards we aim to promote. We aim to create an environment where all children can learn successfully, flourish and grow. Our aim is to embed our school values in every aspect of school life and to use them as one of the most significant ways in which we encourage positive behaviour and achievement in school.

School assemblies are used to explicitly teach our school values and further enhance and sustain a sense of community and a positive ethos.



Teaching Positive Behaviour

Pupils learn about good behaviour through teaching and by applying our 3Bs:



Across the whole curriculum, pupils are taught to **be ready**, **be respectful** and **be safe**.

Our curriculum offer is embedded with learning opportunities which centre around making positive contributions to the local and wider community. Pupils also learn how to empathise with others, problem solve, deal with conflict and manage emotions. Teachers support pupils to raise their self-esteem, boost their confidence, resolve friendship issues, and challenge unacceptable behaviour.

Responsibilities for policy and procedure

"A school's culture and values are manifested through the behaviour of all its members."

The responsibility of ensuring positive behaviour management is shared across the whole staff and wider community. Our school's approach to behaviour should be easily apparent to anyone joining or visiting the school and is based on predictability, fairness and trust. The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour management. Consistent implementation, including shared language, helps to create a predictable environment.

Where pupils may require additional support to meet the behaviour expectations, this support is given consistently and predictably, applied fairly and only where necessary. This in turn helps to build trust and stronger relationships.

The role of the governing body:

- To determine the standard of behaviour that is acceptable to the school and model this in their own conduct
- To monitor the implementation of this policy
- To review behaviour around the school and evaluate the effectiveness of our policy using information from different sources
- To monitor the number of external seclusions and permanent exclusions

The role of school leaders:

- To determine the standard of behaviour that is acceptable to the school and model this in their own conduct
- To ensure the health, welfare and safety of all
- To ensure all school personnel, pupils and visitors are aware of and comply with this policy
- To ensure that parents are directed to this policy, are encouraged to support the high expectations we have and understand the need to work with the school to resolve any issues that may arise
- To be highly visible at critical times of the day e.g. beginning and end of the school day, break times and movement to and from assemblies
- To reinforce good behaviour
- To swiftly manage any poor conduct from pupils
- To support all personnel in their application of this policy
- To assess the support needs of staff and build into the school's professional development programme opportunities to discuss and learn about pastoral care and behaviour management as deemed appropriate
- To ensure additional support is put in place for learning support apprentices and those undertaking initial teacher training to ensure clarity, consistency, cohesion and care for all pupils

Role of teachers and staff:

- To determine the standard of behaviour that is acceptable to the school and model this in their own conduct
- To comply with all aspects of this policy, because consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behavior and helps to create a predictable environment
- To attend identified training sessions
- To act as good role models for pupils in every possible situation
- To use positive language when talking about pupils' learning and behaviour, both in front of and away from pupils
- To use the shared language of the 3Bs when referring to pupils' behaviour
- To ensure any language with negative connotations only refers to the behaviour that the pupil has displayed and not about the pupil personally

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- To avoid shouting, except in extreme situations where a person may be at risk of significant harm, remembering the less we raise our voice the more effective it is if we have to
- To recognise, acknowledge and praise positive behavior
- To treat all pupils as individuals
- To ensure that the curriculum and teaching methods are inclusive, interesting and engaging
- To use a restorative approach to resolve situations of conflict and provide meaningful solutions
- To strive to build good relationships with parents in order to share positive information about behaviour and to elicit support in improving behaviour where this is necessary
- To be reflective and alter strategies that are not working
- To endeavour to share and discuss strategies so that parents can provide consistency at home for pupils who require additional support with behaviour

The role of pupils:

- To determine the standard of behaviour that is acceptable to the school and model this in their own conduct
- To follow and uphold school expectations as outlined in this policy
- To be polite to staff and to each other
- To use respectful language and not that which is abusive or offensive
- To show respect and consideration of others and their property, including visitors
- To show respect for our school building and facilities
- To show good listening to adults and each other and follow instructions straight away
- To recognise that our school is part of a wider community and behave well when travelling to and from school and on school trips
- To obey all health and safety regulations
- To engage in restorative conversations as needed

The role of parents/carers:

- To determine the standard of behaviour that is acceptable to the school and model this in their own conduct
- To recognise and support the school expectations and sanctions
- To support the high expectations of behaviour in our school through modelling the same behaviours that we expect of the children
- To talk to children about the importance of respect for all members of our community
- To develop positive relationships with school staff
- To work with the school to resolve issues in a positive manner

School systems – creating a positive learning environment

Here at Alexander McLeod, we know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. We therefore have the following expectations of our learning environments:

- The 3Bs are clearly displayed and referred to in every classroom and shared areas such as the halls and intervention spaces
- Classrooms and learning spaces are always kept tidy and free from clutter
- High quality work from around the school is displayed in the halls and central corridors
- Resources are labelled and organised in a way that is practical and accessible for children
- Our school values posters are displayed in every classroom and shared areas
- Teaching resources are of a high quality
- Adults model good organisation, for instance in punctuality and resource management
- Adults use the shared language of the 3Bs when referring to pupils' behaviour
- Careful consideration is given to where individuals sit and who they sit next to in order to maximise the potential for learning
- Pupils walk around the school in a calm and orderly manner

Pupils with Special Education Needs

At Alexander McLeod Primary School, we understand that some behaviours are more likely be associated with particular types of SEND. An example of this would be a pupil with speech, language and communication needs who may not understand verbal instructions. We also recognise that pupils with SEND require the same proactive behaviour management as all other pupils, and that many pupils, such as those with ADHD and ASD, depend on having clear, precise and consistent boundaries. When a pupil displays a poor behaviour choice, staff should not assume that because the pupil has SEND, it must have affected their behaviour on that particular occasion. Staff should always be mindful of the Equality Act 2010.

For some pupils who may have complex needs that require support from different agencies, it may be appropriate to involve other agencies in the management of that pupil's behaviour, such as adopting strategies suggested by the Local Authority Inclusion Team, Social Care, CAMHS, etc.

Pupils with additional behavioural needs are given specific targets on a behaviour support plan to support them in making progress in this area. As part of this plan, they may also have their own individual reward and sanction system, which has been determined by the class teacher and Inclusion Team, with the involvement of the pupil and parents where appropriate. These targets are reviewed every 6-8 weeks. Individual pupils may also be allocated a designated Learning Support Assistant for a certain percentage of the week and/or receive additional outreach support from an external agency. For instance, some children with SEMH needs will

be referred either to our school art therapist, to CAMHS/MHST or other appropriate external agencies such as ASD Outreach, for specialist support.

For some children who find it difficult to regulate their behaviour safely, the Inclusion team puts in place individual risk assessments.

The Hive

Every child needs to leave our school being numerate, literate, reflective and enabled to make positive decisions about their life. They also need to be emotionally literate and able to regulate their own behaviour.

The Hive is a specialist provision in our school designated to deliver bespoke interventions in a calming and nurturing environment. This provision

enables children with executive functioning difficulties, social emotional and mental health (SEMH) needs and sensory needs to thrive and make progress. Throughout the day, children are offered bespoke interventions which target listening, concentration and attention skills, anger management, emotional regulation, friendship skills and organisational skills. Through a range of intervention activities, we also provide sensory support. In addition, The Hive also provides a safe space for calming and reflection, supported by trained adults and visiting therapists.



Rewards for positive behaviour

This school praises pupils for good learning and good behaviour at every opportunity and uses a house point system. We also reward pupils with stickers, certificates, good news notices and attendance awards. These are the only materialistic rewards that we give. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents. Positive praise boosts pupils' confidence and makes them feel proud of themselves. The feeling of pride that children get from their own achievements, and the positive way that they are valued by the people around them, provide long term benefits.

Rewards include:

- Giving verbal praise / congratulations with clear explanations about why pupils are receiving these acknowledgements
- Awarding house points, which are acknowledged with periodic certificates and celebratory events
- Recognising pupils as 'Star of the Week'
- Sending pupils and their achievements to other classes, subject leaders, Leaders of Learning or SLT for further recognition

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- Displaying published work of a high standard around the school
- Informing parents / carers of particular personal achievements
- Publishing pupils' successes in the school newsletter
- Posting about particular achievements on the school's Instagram account
- Awarding termly attendance certificates

House points system

The house point system is the main reward system across the school. It is linked to the 3Bs and our school values. It encourages pupils to both work together as a team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The four houses are as follows:

Abbey

Oxleas

Bursted

Bostall

Pupils can be awarded house points from any member of staff for their good behaviour, achievements and demonstration of the school values. These are recorded on TrackIt. Each week the house with the highest number of points are recognised in our celebration assemblies for each Key Stage.

Restorative approaches

At Alexander McLeod Primary School, we believe in using restorative approaches to help children reflect upon disagreements and disputes and find meaningful, positive solutions for all involved. Our restorative approach is based on an understanding and acceptance that conflict is part of life, and that in an individual conflict there is underlying damage to the two parties involved. This needs to be addressed to resolve the issue and prevent any further incidents of the same nature. Solutions may sometimes result in a sanction.

Restorative approaches include:

- A restorative 'chat'
- A reflection session
- A structured restorative conversation
- A full class discussion or circle time

The questions we use to guide the dialogue are:

- What happened?
- What were you thinking at the time? What were you feeling?
- What are you thinking and feeling now?
- Who has been affected? How have they been affected?

Sometimes a less formal approach can have success, however in all situations it is important for the adults to demonstrate good listening and body language and remember that the aim of the conversation is to address the issue and move forward positively. Where KS1/KS2 pupils are given a time out, they will complete a

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behaviour reflection sheet ('think sheet') with the member of staff overseeing this (appendix 1).

Sanctions for poor behaviour

At Alexander McLeod Primary School, we are expected to promote the 3Bs and the school values at all times. If we do not demonstrate these, we have the following sanctions:

Behaviours	Possible Sanctions
<ul style="list-style-type: none"> • Not being on-task • Distracting others 	Verbal warning
<ul style="list-style-type: none"> • Remaining off-task • Continuing to distract others • Not being honest • Being disrespectful • Having a negative attitude • Unsafe hands or feet e.g. boisterous play 	Miss your playtime (overseen by teacher) (EYFS timeout in class)
<ul style="list-style-type: none"> • Continuing Step 2 behaviours • Destroying work • Using swear words • Refusing to complete set activities • Exiting the classroom without permission or refusing to enter • Taking things that don't belong to you • Unkind hands or feet • Breaking classroom resources • Spitting on the ground 	Miss your play and/or lunchtime Teacher speaks to parents/carers Reflection completed with Pastoral Team (EYFS timeout with another teacher)
<ul style="list-style-type: none"> • Refusing to return to your classroom • Threats towards pupils or staff • Targeted swearing at someone 	Internal exclusion 1 session in the Hive Teacher/Pastoral Team speaks to parents/carers Reflection and Restorative conversations completed with Pastoral Team
<ul style="list-style-type: none"> • Racist, homophobic, transphobic or any other prejudiced behaviours • Sexualised language or behaviours • Deliberate spitting at someone • Physical behaviour that deliberately hurts or damages someone or something • Bullying online or in person 	Loss of privileges Internal exclusion of a half or whole day (length to be decided by Pastoral Team) External suspension (at the discretion of SLT) SLT/Pastoral Team speaks to parents/carers Reflection and restorative conversations completed with Pastoral Team

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These sanctions are applied fairly and consistently. As a school, we also consider whether any reasonable adjustments need to be made to the sanction in response to any additional need or disability the pupil has, in line with the Equality Act 2010.

Banned items

As a school, we need a child's consent (or in some cases, parental consent) to search them or their bag if we think they have prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

These items, if found, can be confiscated.

Reasonable force

It is recognised by the school that in certain circumstances, reasonable force may need to be used. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils. No legal definition of reasonable force exists. However, for the purpose of this policy and the implementation of it:

- Positive physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

The Inclusion team, as well as other staff members for whom it would be appropriate given their day-to-day interactions with children, attend regular positive handling training.

Play and lunch times

This behaviour policy applies for all incidents at play and lunch times. The lead supervising teacher/senior midday supervisor must ensure that the behaviour is recorded on the school's lunchtime slip recording system. Time outs will take place with an allocated member of staff on the playground 'time out' bench, unless this is not safe for the child or other children, in which case a senior leader must be

immediately consulted. If an incident requires further investigation, staff in The Hive will follow this up and ensure the appropriate course of action is taken.

Serious and persistent issues: anti-racism

At Alexander McLeod, we uphold the principles and values of anti-racism. We strive to ensure that no child or adult in our school encounters racial prejudice. We take every racist incident extremely seriously. All children in Key Stages 1 and 2 engage in our anti-racism lessons, in which they learn about racism and how it affects people in age-appropriate terms. Following any reports of incidents of racist behaviour in school, a fair and thorough investigation will be led by the Pastoral team, which always involves an after-care programme to support the well-being of all pupils involved as well as further learning about the impacts of the behaviours reported. Parents are always informed when a racist incident takes place.

Prejudiced language/behaviour

At Alexander McLeod Primary School any homophobic, transphobic or other prejudiced language is dealt with directly and with care. We strive to ensure that no children encounter such language in our classrooms or the playground. We respect and nurture every child's right to discover their orientation and we are committed to protecting every child's well-being. Where appropriate, we support children to develop their understanding and empathy with the use of published materials to reduce the likelihood of reoccurrence. Along with this, an after-care programme is put in place to support the well-being of all pupils involved. Parents are always informed when an incident of this nature takes place. Our PSHE curriculum explicitly promotes our school values of respect and inclusion, and supports children to challenge prejudice.

Bullying

At our school, we recognise that bullying (as defined in our anti-bullying policy), especially if left unaddressed, can have a devastating effect on individuals. Staff proactively investigate issues between pupils which might involve conflict. Furthermore, we develop strategies to prevent bullying occurring in the first place. We expect pupils to treat one another with respect and we endeavour to ensure that all members of our school community have a clear understanding of how their actions affect others. We strive to ensure that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Please see our anti-bullying policy for further information.

Sexualised language/behaviour

Sexual violence, sexual harassment and the use of sexualised language are never acceptable and will not be tolerated under any circumstances. Any pupils who display this type of behaviour will be sanctioned. To ensure consistency, all incidents regarding sexualised behaviour and use of explicit language are dealt with by the Pastoral team and Designated Safeguarding Leads.

Child on child abuse

Children and young people may be harmful to one another in a number of ways that would be classified as child on child abuse. Children have a right to be safe and should be protected from all forms of abuse and neglect. At Alexander McLeod, we have a range of measures in place to prevent abuse of any form. Please see our safeguarding and anti-bullying policies for further information. Where a member of staff has concerns about the welfare of a child, they must report this immediately to a Designated Safeguarding Lead, either via CPOMS or written on an orange form. The Designated Safeguard Lead has the responsibility to take action as appropriate.

Pupils leaving the school without permission

If a pupil attempts to or leaves the school premises without authorisation, the following procedures must be followed:

1. Follow the pupil to the perimeter fence or gate and try to persuade the pupil to stay in school. At all times, be aware that the active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting them at risk by running onto a busy road.
2. Attempt de-escalation techniques. In such stressful circumstances, it is important for staff remain as calm as possible and follow procedures.
3. If the pupil is deemed to be a high risk to themselves or other people, then trained staff should consider if the use of reasonable force is required.
4. If the pupil has left the immediate vicinity of the school, contact a member of SLT immediately and the lead person will direct the course of action which will take into account:
 - a) The age of the pupil
 - b) The weather conditions
 - c) The nature of the incident which led to the pupil absconding
 - d) The pupil's previous history of being involved in episodes of absconding and their outcomes
6. If you lose sight of, or are concerned for the safety of the pupil or yourself, contact the school office, giving current details of the clothes which the pupil is wearing.
7. The Headteacher or another Senior Leader must contact the police and the pupil's parents/carers.
8. If the pupil returns of their own volition, inform parents/cares and the police as soon as possible.

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9. Upon their return to school, and when the pupil is calm, the pupil should be seen by the Headteacher so that the reasons for absconding may be discussed in detail if this is appropriate - at this point a decision will be made as to the appropriateness of further actions.

10. Record a written report on CPOMS, including a record of the discussion with the pupil and parents.

11. The Headteacher will inform the Chair of Governors as soon as practically possible.

The investigation of complex incidents

When children come to us with a behaviour concern that is particularly sensitive, we will put in place our quality assurance procedures. This is where the incident is investigated independently by two separate members of SLT or the Pastoral team and a conclusion will be reached after a joint discussion. On the rare occasion when an incident is reported but there are no adult witnesses, to avoid an inconclusive outcome, neutral children with corroborating statements will be sought to provide decisive evidence.

Procedures for internal exclusions

For details of when an internal exclusion may be considered, please refer to the sanctions chart in this policy. An internal exclusion is a serious sanction and will only be used when necessary. Teachers can remove a pupil to a separate location:

- To keep other pupils safe and to restore order to the classroom following a high level of disruption
- To help a pupil with challenging behaviour to receive their education in a managed environment
- To give the pupil a safe space to calm down

In the event of an internal exclusion, the pupil's parents/carers will be notified by SLT or the Pastoral team by phone call or in person on the same day.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- Internal exclusions take place in The Hive.
- The class teacher of the excluded child will need to set work for the exclusion. Work given should be pitched at an appropriate level of challenge so that the child can complete it unaided.
- For a one day (or longer) exclusion, staff supervising the child must collect the excluded child from the main office and escort them to the designated area. Staff will then need to escort the child to the main office at the end of the school day for them to be collected by a parent/carer.
- If the child needs to go to the toilet during the exclusion, the member of staff supervising must escort them to and from the nearest children's toilet.

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- During lunchtime, the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- If the child's behaviour becomes aggressive or violent, or they leave the designated area, staff need to contact The Hive staff immediately.
- **The child should not be left unsupervised at any time.**
- Other members of staff who pass by must avoid engaging with the child either to sanction or to counsel.

Procedures for external suspensions from school

Following the Education and Inspection Act 2006, our school closely follows the government guidance on exclusion from schools: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, July 2022](#). The Headteacher will decide how many days the suspension will be in place for and relevant staff will be informed via email.

Reintegration

When the Headteacher determines a time for the pupil to be brought back into school, the pupil should:

- Understands what is expected of them
- Understands and has reflected on the behaviour that led to their removal, and what they can do to improve and avoid such behaviour in the future
- Agrees with the staff member on:
 - How they will act in the classroom
 - How they'll be monitored (e.g. teacher feedback, further supervision)

In the case of a suspension, a meeting with the child, their parent/carer and a member of SLT will take place and the above points will be covered.

Looked After Children

The Children & Young Persons Act 2008 places a duty on us as a school organisation to promote the educational achievement of Looked After Children. The school's designated LAC teacher is responsible for ensuring that other school staff are aware of the individual needs of looked-after pupils (while maintaining appropriate confidentiality) and promoting high aspirations. They are also responsible for putting together the PEP that a LAC should have, in partnership with the child, their carer and their social worker. This key document also identifies the support they will need to help them to achieve those goals, and exactly how that support will be administered. If a behaviour support plan is required or the child is at risk of suspension, the designated teacher will work in partnership with the Virtual Schools Headteacher.

Concerns

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If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then refer to the Complaints policy, which is available on the school website.

Monitoring

All behaviour (including play/lunch time behaviour) beyond an initial verbal warning is recorded and monitored on TrackIt. The Pastoral team monitor this system to ensure pupils receive the correct support, and as an indication of any referrals that may need to be made both within school and to external agencies.

Copies of all exclusion letters are kept in pupil files. It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Bibliography

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