



Alver Valley  
Federation of Schools

## Behaviour Policy

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<b>Author</b>	<b>HOS Ali Lockwood</b>

*Alver Valley Federation of Schools Behaviour Policy was developed in consultation with pupils, staff, parents and the school community*

## **1. Introduction and Aims**

We believe that all pupils should feel safe, happy and secure in school. We aim to support all pupils to develop positive attitudes about themselves, others and towards their learning. Developing positive relationships between all stakeholders including the adults and the children is a priority and is at the heart of our school and this policy.

Excellent attitudes to learning and behaviour are also fundamental to success in the classroom. We believe that pupils learn best when expectations and routines for learning and behavior are clear and applied fairly and consistently.

Positive learning behaviours are taught and modelled by the adults to enable all pupils to learn. At Alver Valley Schools we teach positive learning behaviours through our learning behaviours curriculum 'The Six Strands' which also forms our school values.

They are:

- **Resilience**
- **Focus**
- **Independence**
- **Respect**
- **Boundaries**
- **Self-regulation**

Our use of The Six Strands supports pupils to develop understanding of what good learning behavior looks like and encourages pupils to **self-regulate** and take **responsibility** for their own decisions and actions and to understand the consequences of those actions. Through use of [The Six Strands](#), our [Personal Development Curriculum](#) and our wider school approach we will cultivate a community ethos where wellbeing is promoted, where there is mutual respect and courtesy between all members, so everyone feels safe and listened to.

Further information about The Six Strands and our Personal Development Curriculum are available on our school website following the links above and in Appendix 2.

Through this policy we aim to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Be inclusive taking account of pupils specific needs whilst maintaining high expectations for all
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Work with all relevant stakeholders in developing positive learning behaviours including pupils, parents and staff
- Outline our system of **rewards and sanctions**

## **2. Roles and Responsibilities**

### **Governing Body**

- The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 3).
- The governing board will also review this behaviour policy in conjunction with the senior leadership team and monitor the policy's effectiveness, holding the senior leadership team to account for its implementation.

### **Staff**

The attitude of all staff towards the implementation of this positive policy is of vital importance, for **it is the adults within a school who determine the environment in which good relationships can develop.**

Staff are responsible for:

- Working proactively to form positive and appropriate relationships with pupils
- Modelling appropriate and respectful behaviour and communication at all times
- Praising positive learning behaviours using the language of the six strands
- Modelling and teaching standards of courtesy, talking politely and reasonably, being helpful and being respectful of the children and each other
- Upholding the school behaviour policy and implementing this fairly and consistently
- Using the reflection questions to unpick actions and cause and effect with pupils to support them to reflect and learn
- Taking care when investigating incidents ensure each voice is heard
- Recording behaviour incidents
- Being responsible for the pupils within sight or sound of them
- Maintaining a pleasant, clutter free, safe and well-organised classroom and environment which is conducive to good behaviour
- Work in collaboration (pastoral team will work with teachers) to develop *Individual Behaviour Management Plans* (IBMP) to support specific pupils to develop appropriate learning behaviours
- Where an IBMP is in place implementing the teaching plan and adjustments for the specific pupil in their care

Leaders will also:

- Ensure, through regular monitoring, that areas for development at a pupil, cohort and whole school level are identified and addressed quickly
- Ensure staff receive induction and training in this policy, and that the key information is made available for visiting teachers and volunteers

### **Parents**

We believe that parents are their child's first educators and expect that parents will want to work in partnership to reinforce positive attitudes to learning and expectations of behavior.

- We expect parents to support their child in adhering to the school six strand learning behaviours and behaviour policy. Safety for all is our priority at all times
- Inform the school of any changes in circumstances that may affect their child's behavior
- Discuss any behavioural concerns with the class teacher promptly

## Pupils

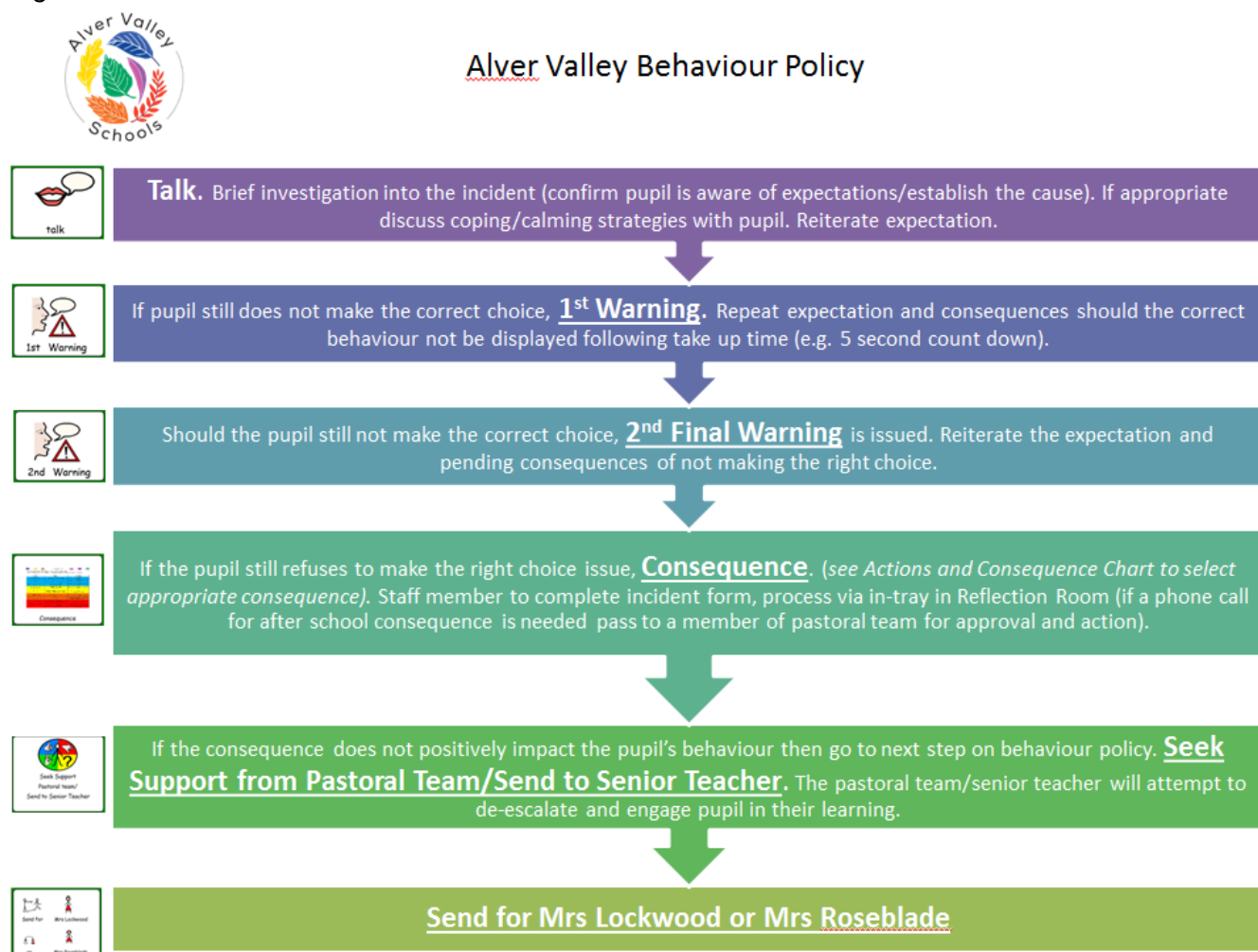
- We expect pupils to work towards developing positive learning behaviours showing respect towards all
- We encourage pupils to communicate any worries or concerns

We recognise the importance of engaging pupils in the development of policy. Groups such as the School Council, are involved in key decisions and consulted, for example, about playground behaviours at lunchtimes and within school.

### 3. Behaviour Management

Pupils learn best when their environment is focused, purposeful and there is a clarity in the expectations. Where children need support to maintain focus on learning or when things go wrong we aim to refocus children on positive learning behaviours through a talk which checks in with the child ensuring they know and understand the expectation and aims to refocus using the steps outlined in our visual behavior policy prompt cards which are displayed in every classroom (see figure 1 below).

Figure 1



**Serious unacceptable behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Fighting
- Vandalism
- Theft
- Possession of any prohibited items (including, but not limited to the following) are not allowed to be brought onto the premises by pupils:
  - Weapons (including replicas and toys, and knives of any kind);
  - Alcohol, tobacco, drugs or solvent based products;
  - Cigarettes, lighters, matches, vapes and aerosols;
  - Mobile phones, tablets and smart watches.
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

The Executive Headteacher will deal directly with such incidents.

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is not tolerated in our school. The Executive Headteacher and Head of Schools deals directly with bullying incidents. Please read our Anti Bullying Policy for full information.

#### **4. Rewards**

Children are rewarded for demonstrating the school values in their learning behaviours Positive rewards may include:

- Praise
- Recognition from another adult in school
- Certificates and six strands awards in celebration assemblies
- Letters, texts or phone calls home to parents
- Special responsibilities
- Six Strands special awards including the Respect Award awarded by the Mayor of Gosport

#### **5. Sanctions**

Developed using the DFE guidance Behaviour and discipline in schools

Consequences are set according to Key Stage and type of behaviour see *Appendix 1* Actions and Consequences Charts. In some instances consequences will be delivered after school, parents will be notified of this by no later than 14:30 on the day of the consequence.


#### Range of Consequences used

- Reflection time at playtime or lunchtime or after school;
- Children may be removed from their class group to spend time in another supervised space;
- Children may be removed from their class group to work with senior teachers;
- Parental attendance to deal with crises;
- Parental support in the classroom;
- Internal suspension time working away from the class with a parent, carer or member of staff;
- Part-time time-table;
- Lunchtimes at home in partnership with parents or in extreme circumstances lunchtime suspensions;
- Alternative provision: a curtailed school day, returning at 3.30 p.m. for learning after the other children have gone home;
- Fixed term suspensions
- Permanent exclusion (excluded)

### 6. Strategies and Support

We use our reflection questions where we need to support pupils to unpick the cause and effect of actions with children. These questions ensure that the child is listened to and uses a restorative approach to understand and support the child to understand and learn from situations (see figure 2).

Figure 2



### Reflection Questions

What happened?

What were you thinking and feeling at the time?

What have you thought about since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen to make things right?

We make use of a wide range of strategies to challenge and support our children where change in behaviour is needed. These are continually reviewed and developed to meet the needs of individuals and groups. Pupils who need individualised support to develop their learning behaviours identified through teacher referral or the number of behaviour incidents will have an Individual Behaviour Management Plan (IBMP) written that will detail the strategies and teaching plan put in place to support the pupil to be successful.

These strategies are individualised and could include:

- Visual timetables/Now and Next cards;
- Communication target cards using targets from the Six Strands;
- Structured play intervention with an adult and peer or lunch club;

- Cool Down areas;
- Support from pastoral & behaviour team;
- Teaching social skills;
- Meeting with parents;
- Emotion scales;
- Social stories;
- Support to develop regulation skills;
- Thrive Approach;
- Team around the child meeting;
- Re-integration meetings following a suspension to establish what needs to change for the pupil to be successful;

We provide a wide range of focussed support to help children and families overcome difficulties, including:

- Support from outside agencies such as Primary Behaviour Support Team and Educational Psychology Service;
- Links with other schools who have expertise upon which we can draw, including special schools;
- Links with the Lennox Centre (centre providing part-time placements for children with emotional and behavioural difficulties);
- Referral to the Child and Adolescent Mental Health Service (CAMHS), with school staff available to attend consultations with children and parents;
- Links with the School Nurse;
- Links with the Police, and in particular our local Crime Prevention Support Officers;
- Locality/Early Help Hub.

## **7. Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

Be recorded and reported to parents. Please read in conjunction with the Restrictive Physical Intervention policy.

## **8. Beyond the School Gates**

In line with the DFE guidance Behaviour and discipline in schools pupils may be disciplined for incidents outside the school gates where certain conditions are met, such as but not exclusively, if incidents happen on the way to or from school, if pupils are in school uniform or in some other way identifiable as a member of the school community.

## **9. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)




It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online






## Appendix 1 Actions and Consequences Charts

  **Actions & Consequences Nursery**  

Consequences for behaviour given following use of the school behaviour policy:  
1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

	Actions	Example	Time Out/ Reflection
Level -1	<b>Not doing as I'm asked first time</b>	Not listening to adults, not following instructions, making the wrong choices	5 minutes
	<b>Provoker</b>	Encouraging others to make the wrong choice	5 minutes
Level -2	<b>Not using kind words</b>	Telling lies, Name calling, and not being kind	5 minutes
	<b>Avoiding learning</b>	Not joining in, avoiding learning or leaving the classroom	Complete the task
Level -3	<b>Not respecting property or not using equipment safely</b>	Damaging, throwing or drawing on equipment Drawing on resources	5 minutes
	<b>Not using appropriate words/ swearing (gestures)</b>	Swearing / gestures	5 minutes
Level -4	<b>Hurting others: Provoked</b>	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting,.	5 minutes
Level -5	<b>Hurting others: Unprovoked</b>	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	5 minutes

  **Actions & Consequences Reception**  

Consequences for behaviour given following use of the school behaviour policy:  
1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

	Actions	Example	Time Out/ Reflection
Level -1	<b>Not doing as I'm asked first time</b>	Not listening to adults, not following instructions, making the wrong choices	5 minutes
	<b>Provoker</b>	Encouraging others to make the wrong choice	5 minutes
Level -2	<b>Not using kind words</b>	Telling lies, Name calling, and not being kind	5 minutes
	<b>Avoiding learning</b>	Not joining in, avoiding learning or leaving the classroom	Complete the task
Level -3	<b>Not respecting property or not using equipment safely</b>	Damaging, throwing or drawing on equipment Drawing on resources	5 minutes
	<b>Not using appropriate words/ swearing (gestures)</b>	Swearing / gestures	5 minutes
Level -4	<b>Hurting others: Provoked</b>	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting,.	5 minutes
Level -5	<b>Hurting others: Unprovoked</b>	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	5-10 minutes



## Actions & Consequences KS1



Consequences for behaviour given following use of the school behaviour policy:

1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

	Action	Example	Minutes lost
Level-1	Not trying my best	Not putting best effort into learning	5 minutes from break time, lunchtime or fun activities
	Provoker	Encouraging others to make the wrong choice	5 minutes from break time, lunchtime or fun activities
	Not doing as I am asked first time	Not following an instruction Making the wrong choices	5 minutes from break time, lunchtime or fun activities
Level-2	Not using kind words	Telling lies , Name calling Rudeness	5 minutes from break time, lunchtime or fun activities
	Avoiding learning	Avoiding learning, leaving the classroom etc. to be timed and made up in catch up learning.	To be timed and paid back in break time or lunchtime or after school. Maximum 10 mins uncompleted work after catch up learning photocopied and taken home.
Level-3	Not respecting property	Ripping work up or damaging property	10 minutes from break time, lunchtime or fun Activities. Consider further action
	Not using appropriate words/ swearing (gestures)	Swearing / gestures	10 minutes from break time, lunchtime or fun Activities. Consider further action
Level-4	Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, pushing.	15 minutes from break time, lunchtime or after school reflection. Leadership team consider further action
Level-5	Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, pushing.	20 minutes from break time, lunchtime or after school reflection. Leadership team consider further action.



## Actions & Consequences KS2



Consequences for behaviour given following use of the school behaviour policy:

1) Talk 2) First warning 3) Second warning. Red and Orange behaviours severe clause - time awarded without a warning.

	Action	Example	Minutes lost
Level-1	Not trying my best	Not putting best effort into learning	5 minutes from break time, lunchtime or fun activities
	Provoker	Encouraging others to make the wrong choice	5 minutes from break time, lunchtime or fun activities
	Not doing as I am asked first time	Not following an instruction Making the wrong choices	5 minutes from break time, lunchtime or fun activities
Level-2	Not using kind words	Telling lies , Name calling Rudeness	10 minutes from break time, lunchtime or fun activities
	Avoiding learning	Avoiding learning, leaving the classroom etc. to be timed and made up in catch up learning.	To be timed and paid back in break time or lunchtime or after school. Maximum 15 mins uncompleted work after catch up learning photocopied and taken home.
Level-3	Not respecting property	Ripping work up or damaging property	15 minutes from break time, lunchtime or fun activities. Consider further action
	Not using appropriate words/ swearing (gestures)	Swearing / gestures	15 minutes from break time, lunchtime or fun Activities. Consider further action
Level-4	Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, pushing.	20 minutes reflection after school. Leadership team consider further action
Level-5	Hurting others: Unprovoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, pushing.	30 minutes reflection after school. Leadership team consider further action .

Appendix 2 Six Strands Curriculum Targets

Learning Wall Stage One - Nursery

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I know who my special adult is and spend time	I can have a go	I can play on my own	I can tidy up with support	I can accept comfort from a special adult	I can separate from a special adult with support
I know the safe places in my environment	I can show when things go wrong e.g. find my	I can play alongside others	I can wait for my turn with support	I can return to an adult when I need them	I can explore my
I can recognise my own belongings	I can be comforted when things go wrong	I can show interest in others' play	I can accept when my turn finishes with support	I can cope with small changes with support	I can find things I want or need
I can follow every day routines with support	I can accept help when things go wrong	I can join in with others with support	I notice other people's reactions with support	I can begin to share what the problem is	I can try to do things for myself
I am beginning to share with support	I can try again with support	I am able to engage in sustained play	I can help others with support	I can show if I am happy or sad	I can follow simple routines or instructions

Learning Wall Stage Two – Reception Class

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can follow simple instructions with support	I can keep trying when it is tricky	I can focus on an activity of my own choice	I can put things back when I have finished	I can share how I am feeling with support	I can try new things with support
I can stop and listen with support	I can show an adult when things go wrong	I can stop what I am doing and listen to an	I can request a turn	I can stop, think and do with support	I can try new activities confidently
I can use kind actions	I can understand I may need to wait	I can focus on an adult led activity for 5 minutes	I can begin to understand if someone is happy or sad	I can cope with small changes independently	I can talk about my ideas and listen to ideas
I can share things with support	I can seek help	I can move to another activity when prompted by	I know what I am good at	I can calm down with support	I can organise what I need
I can follow simple rules	I can learn by trial and error	I can concentrate on a task independently	I can show kindness to others	I can recognise when I am not coping	I can find a way to solve a problem

## Learning Wall Stage Three – KS1

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can follow some rules and understand why they're important	I can recognise my emotions with support	I can concentrate on a task for 5 minutes	I can say good things about myself	I can recognise when I'm not coping	I can accept responsibility for my actions
I can use kind hands and feet	I understand when I need to ask for help	I can remain on task with support	I can use kind words	I can use my safe place techniques	I can learn from my mistakes
I can take turns to talk	I can learn from my mistakes with support	I can follow instructions by the count of 3	I can keep my hands and feet to myself	I can talk to others politely	I can organise myself for learning
I can show I'm listening to others	I can make good choices	I can respond appropriately when spoken to by an adult	I can put my hand up when I need attention	I am able to ignore others' behaviours	I can say good things about myself in a group situation
I can use my words when I am upset	I can accept when things are not always fair	I can pay attention to all adults	I can respect property with support	I can overcome my problems with support	I can ask for things I need
I can think before I act	I can keep going when finding things difficult	I can do as I am asked first time	I can use equipment safely with support	I can make the right choices	I know when I need help

## Learning Wall Stage Four – KS2

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can respect and accept my own emotions and others' emotions	I am able to cope in any situation calmly	I can do as I am asked even if I do not want to	I can show empathy towards others	I can calmly think my way through a problem	I can always be prepared to learn
I can cope when things don't go my way	I can use time out independently	I can follow all instructions	I can accept others' points of view	I can admit when I have made the wrong choice	I can accept responsibility for my actions
I can walk away and ask for help when needed	I can accept the consequences of my actions	I can carry out all instructions by adults	I can treat others as I would like to be treated	I can accept the decisions of adults	I can say good things about myself in a group
I can respect other people's feelings	I can cope when I make mistakes	I can maintain focus during class instruction	I am always respectful to the environment	I can patiently wait for my turn	I can say good things about myself
I can respect others' personal space	I can seek guidance when I need it	I can remain on task independently	I can prepare and tidy away independently	I can respond appropriately to how I am feeling	I can start and complete my work independently
I can share appropriately with others	I can use time out with support	I can ignore others' behaviours and distractions	I can use equipment safely and independently	I can express how I am feeling in a safe way	I know when I need help
I understand I cannot always be first	I can accept compliments and criticism	I am able to repeat back my instructions	I can be where I am supposed to be	I recognise physical feelings are linked to my emotions	I can ask for things I need

### **Alver Valley School Governing Body Behaviour Principles May 2024**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and permanent exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in fixed-term suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that physical abuse and verbal abuse including online will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the FGB every 3 years.