



Behaviour Policy

Across the school staff work in partnership with parents and carers to ensure that children feel and secure.

*To be a star, you must shine your own light,
follow your own path and don't worry about the darkness,
for that is when stars shine brightest.*

School Ethos

At Albemarle, adults and children work together and create an environment in which everyone can flourish and achieve their academic and social potential.

Our inclusive ethos is made apparent by the interactions between the children, the staff and the parents. We celebrate the fact that everyone is unique and take great pride in our highly diverse heritage. We have clear expectations for behaviour and our enriched curriculum enables us to increase children's understanding of different cultures, beliefs and lifestyles.

At Albemarle we strive to ensure that all pupils demonstrate outstanding behaviour which is mirrored by an exemplary attitude towards their learning and school life. Our core values underpin everything we do and provide a shared language between adults and children.

We are **compassionate**.

We have a **love for learning**.

We aim for **excellence** in all we do.

We are **independent** in our learning and beyond.

We are **articulate** and polite.

We are **responsible** individuals.

We are **reflective**.

We have the courage to **take risks**.

Children at Albemarle care and support each other. They are a true reflection of our local community. They originate from many different countries, speak a wide variety of languages and learn in their own unique way. We consider this diversity to be a major strength of our school.

Through creating a positive, purposeful, learning environment, which celebrates success and recognises exemplar behaviour, pupils become independent and demonstrate a lifelong love for learning.

Behaviour for Learning

At Albemarle, understand that one of the biggest influences on a child's education is the adults who work with them and we pride ourselves in our passionate and dynamic teachers who deliver high quality teaching that engages and develops our pupils.

As a staff, we feel passionate that the classroom environment is an extension of the learning; it is well-organised, engaging and inclusive with purposeful (interactive) displays that enable children to take ownership of their own learning and exceed their potential.

A relevant, creative and inclusive curriculum ignites the children's curiosity, raises achievement and inspires a love for learning. Both in and outside of the classroom, positive and purposeful learning environments provide a platform from which both children and adults are able to flourish.

Rewards

Across the school day, there is a constant celebration of success and exemplary behaviour for learning is recognised and rewarded through

- the school House Points system
- Stars of the Week Postcards (2 children –from each class each week)
- Weekly awarded for class punctuality
- Celebrate out of school achievement
- Top table Lunchtime Behaviour reward
- Positive telephone calls or letters to parents/carers
- In to Win
- Head Teacher's Tea party (attendance)
- Class Dojos
- Writer of the Week
- Green Slips

Unacceptable Behaviour

Throughout the school year children may make mistakes which result in them demonstrating or displaying a behaviour which does not reflect our values and is not conducive to learning. During these moments, we believe that clear systems enable the children to reflect on these experiences.

Consequences

Where the standard of the child's behaviour falls below that expected, the consequences are as follows:

Verbal Warning

When unacceptable behaviour occurs, staff will remind children of expectations and provide children with time to reflect on their behaviour.

Blue Slips

If children continue to behave inappropriately then a Blue Slip will be given to the child and completed. A short sanction may also be applied.

Red Slips

If a child's behaviour is deemed to be more serious then a Red Slip will be given, members of SLT will be informed and a meeting with parents will be arranged.

Blue and Red Slips enable the children to reflect on their behaviour against the school's core values. This process encourages children to think about how their actions impact others and what they must strive to achieve to improve as an individual.

Key Steps for Albemarle Staff/Volunteers:

- Step 1 - Child given verbal warning
- Step 2 - Child's name written on the board
- Step 3 - 5 minutes time out. This can be in the child's class or another class.
- Step 4 - **blue slips**

If a member of staff deems the type of behaviour to be dangerous or seriously inappropriate than a **red slip** will be issued and a member of the Senior Leadership will intervene. Parents are also informed at this stage.

Types of Behaviour

At Albemarle, we recognise that there are different types of behaviour and it is important for our staff to have a consistent approach to dealing with incidents of unacceptable behaviour. It is also important for children to understand what is expected of them at an early age.

Blue Slips

Any type of behaviour, that after a warning, an adult believes to be inappropriate or disruptive to learning and might include:

- Calling out and interrupting people
- Distracting others
- Running inside school
- Not following instructions
- Swinging on a chair
- Being rude to others
- Not looking after school property or other people's equipment
- Not lining up quietly or being silly going into class
- Reacting inappropriately to being reminding about behaviour

Red Slips

For a Red Slip to be issued a child may display a type of behaviour that an adult believes to be seriously inappropriate or disruptive to learning. At this stage, a member of the Senior Leadership Team and Parents are informed. This might include:

- Spitting
- Physical abuse of a child
- Physical abuse of an adult employed/volunteering in the school
- Verbal abuse which includes racial and homophobic of anyone in the school
- Using an item as a weapon
- Inappropriate language or swearing
- Running out of school during the school day
- Deliberately damaging or defacing school property.
- Doing something that constitutes danger to another child/adult e.g. pulling a chair away

All **blue slips** and **red slips** will be kept by the class teacher. At the end of term folders are collected by the Phase Leader to monitor any trends/patterns of behaviour.

Individual Behaviour Plans:

In the event that a child continually needs support for inappropriate behaviour, in consultation with their parents, an individual behaviour plan will be put in place to support the child.

This may also result in outside agencies providing additional support for staff and parents to help meet the needs of the child.

Exclusions

In extreme circumstances and at the discretion of the Head Teacher, a child may be excluded. In this event the school applies the Wandsworth Exclusion Policy.

Record Keeping

In the event that an incident is diffused by an adult, it must be recorded using a class 'behaviour Log' sheet and filed in the behaviour folder.

Any form of inappropriate behaviour brought to the attention of a member of staff by a child must be investigated and followed up. If the behaviour is considered to be unacceptable by the adult, they must record it and report it to a member of the Senior Leadership Team so further appropriate action can be taken if necessary.

Senior Leadership Team

Theresa Moses – Head Teacher

Mandy Kaur – Deputy Head Teacher (KS1)

Gemma Briggs – Assistant Head Teacher (Early Years)

Robert Hughes – Assistant Head Teacher (KS2)

Communication and parental partnership

At Albemarle, we strive to build positive partnerships with parents and develop a common approach to behaviour expectations and strategies for dealing with them.

The school will regularly communicate expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, as this will provide an opportunity to discuss strategies and agree on ways to support the child.

At the end of the school day, staff accompany children into the playground or in the case of Early Years Foundation Stage (EYFS) dismiss them from the classroom door. This is to ensure the safety of the children, as well as giving the staff member the opportunity to speak with parents and inform them if an incident has occurred.

Where the behaviour of a child is cause for concern, it is important that all adults are made aware of the steps which are being taken to support the child.

Behaviour concerns should be communicated to the Headteacher, or a member of the Senior Leadership Team as early as possible. Strategies can then be discussed and agreed before more formal steps are required.