



# ALOHA COLLEGE

## Behaviour Policy

### Primary Section

<b>Policy Leaders:</b>	<b>Checked by:</b>	<b>Authorised by:</b>
Head of Primary Section – Kathryn Salmon	Principal – Elizabeth Batchelor	Chair of Board – Rosa Gómez

#### Distribution List

✓	1	Board of Governors
✓	2	Headteachers
✓	3	Academic Team
✓	4	Pastoral Team
✓	5	Administrative Staff
✓	6	Support staff
✓	7	Parents

*Reviewed: June 2018*



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### POLICY AIM:

The focus upon reinforcing positive behaviour and learning experiences is at the very heart of everyday life at Aloha.

### POLICY STATEMENT

At Aloha College Primary School, we aim to create a learning environment which encourages, reinforces, and rewards positive attitudes and behaviour. We believe that behaviour is not managed in isolation, but is supported by our values within an environment where each individual is appreciated and respected.

### AIMS:

- Ensure that the whole community supports the Behaviour Management Policy, including children, parents and staff
- Celebrate children's successes at every opportunity
- Create and maintain a positive and stimulating learning environment
- Encourage and develop children's independence and self-discipline, creating a healthy respect for themselves, for others and for property ie to know the difference between good choices and bad choices and how to act accordingly
- Apply a shared approach to positive behavior throughout the school with parental cooperation and involvement
- Raise children's self-esteem in every child knows that they are valued
- Encourage a positive environment where children want to learn in a purposeful and happy atmosphere
- Provide clear boundaries for acceptable behavior to ensure physical and emotional safety
- Help children, staff and parents have a sense of direction and a feeling of common purpose
- Encourage good behavior through a positive reward system that all children are familiar with
- All children are aware of the sanctions which may be imposed if children do not adhere to the school rules and procedures



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### EXPECTATIONS OF ALL MEMBERS OF THE COMMUNITY

All our children have the right

- To feel safe, healthy and happy
- To be treated with dignity and respect
- To experience a positive learning environment in which their efforts and achievements are recognised and rewarded
- To be responsible for their own behavior
- To aim to fulfill their potential and allow others to do the same
- To know that good choices/ actions will be rewarded
- To know that bad choices/ actions will result in sanctions
- To follow the appropriate dress code

At Aloha College Primary School we view positive behaviour and attitudes as a way of life. We demonstrate this through our Personal Goals of:

- **Co-operation**
- **Enquiry**
- **Morality**
- **Adaptability**
- **Respect**
- **Resilience**
- **Communication**
- **Thoughtfulness**

To help our children understand the meaning of these goals they are focused upon individually by the whole school on a weekly basis.

### REWARDS

Good behavior and achievements are actively encouraged and rewarded at Aloha. These rewards include:

- Positive verbal feedback from members of staff and other children for good work, attitude or helpful and thoughtful actions.
- We have a whole college House system which involves the three houses – Córdoba (Red), Granada (Green) and Sevilla (Yellow). In the Primary School, these are displayed in each class and collected on a weekly basis. Year 6 House Captains present these in our weekly assemblies. The whole college winning house is announced annually at Speech Day at the end of the school year.
- Positive reward assemblies. Certificates are awarded to celebrate good behavior/ outstanding work. Children are invited to show their work to the whole school.
- Children may be sent to the Primary Head to share any outstanding work/ deed and will be rewarded with a special sticker.
- Key Stage 2. An extra play is rewarded each Friday afternoon to the class of the week.



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### **House Points**

Siblings are always placed in the same house. House points are awarded for:

- Excellent work
- Excellent effort
- Good marks in a test or assessment
- Exceptionally good behaviour
- Demonstrating the weekly target

There will be termly and end of year rewards for the winning houses, linking to interhouse day.

Whole school Best Class Award

Each class in school receives points for:

- Looking after their classroom
- Moving around the school sensibly and quietly
- Lining up sensibly and quietly
- Positive attitude during library time e.g. enthusiasm for reading books
- Exemplary behaviour in assembly

The winning class each week is rewarded with an extra playtime.

### **Golden Time FS and KS1**

Time of Friday afternoon is set aside, each week for children to choose their own individual, paired or group activity.

### **SANCTIONS**

Sanctions for unsatisfactory behavior are dealt with depending upon the Year group/ Key Stage of the child. Most sanctions are informally implemented by the classteacher.

If a child is persistently behaving inappropriately, a more formal procedure is followed. In such circumstances, high priority is given to an effective collaboration between staff, parents and children to ensure the best outcome for the child. (See separate code of conduct).

Aloha College has a zero tolerance to bullying and any incidents are dealt with quickly and efficiently.

### **CODE OF CONDUCT**

Aloha College Primary School aims to provide a safe and happy learning environment which meets the needs of all our children from Nursery (FS1) to Year 6.

### **School Rules:**

- We work together, sharing and helping each other without disagreements.
- We think hard about our choices and always try our best to do the right thing.
- We are truthful and honest.
- We treat others as we would like to be treated. We care for each other and treat animals well.



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- We try our best at all times. We never give up.
- We think of others instead of putting ourselves first.

These are further reinforced through:

(The school council will review these each September to create a revised list for the school and new posters will be created)

Although we believe that discipline is best achieved by providing:

- a stimulating, varied and interesting learning environment
- a nurturing and caring environment, which caters for the individual needs of all children
- positive work ethos and busy working tone throughout the school
- promotion of well-being, self-worth and positive social relationship

We realise that educating children will occasionally involve instances of unacceptable behaviour.

- Class Teachers and Heads of Key Stage will take the leading role in tackling poor behaviour in class
- Poor behaviour at break times will be fed back to and monitored by the HoKS.
- Staff and pupils are clear what constitutes bad choices (poor behaviour), what levels of sanctions exist and when sanctions will be issued.

### PHASE 1 SANCTIONS

Members of staff will respond to children who fail to follow the school/ playground/ classroom rules by applying the following sanctions:

All class teachers are responsible for discipline in their classrooms. The referral of children to the Heads of Key Stage is for more serious misconduct or persistent low level disruption.

Class Teachers are expected to challenge poor behaviour in a manner that is non-aggressive e.g. a change of tone of voice or a look. Inappropriate classroom behaviour is dealt with in 3 steps:

1. The teacher speaks to the child and explains the desired behaviour expected.
2. A warning is given to the child that they must change their behaviour or they will miss Golden Time/ playtime.  
Explain the positive choices expected. Class Teachers should employ agreed year group strategies for behaviour management.
3. Issue the child with the threatened sanctions. If a class teacher issues a detention, then he/she must supervise and record in the class file alongside the action.

### Guidance on issuing detentions / sanctions

These are issued by the classteacher at step 3 of the above. Samples of inappropriate behaviour are:



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- \* Minor disruption to learning of others
- \* Late arrival to lessons (KS2)
- \* Incomplete or late homework (KS2)
- \* Incomplete, poor quality classwork
- \* Incorrect uniform
- \* Failure to follow classroom rules
- \* Failure to bring PE kit or change of clothes for PE (KS2)

### PHASE 2 SANCTIONS

Persistent failure to follow classroom rules or more serious breaches of the code of conduct e.g.

- \* Aggressive behaviour
- \* Disrespectful behaviour
- \* More serious or persistent disruption to the learning of others
- \* Use of mobile phone (valuable electronic item)
- \* Failure to wear the correct uniform after being told by the classteacher (KS2) and parents have been informed.
- \* Failure to bring PE kit or change of clothes for PE on more than 1 occasion (KS2)

In the above cases, the class teacher will send the child to the Head of Key Stage. The class teacher will record the incident on isams and the HoKS will record the action that they have taken on isams.

Inappropriate behaviour at playtimes is reported to the HoKS by the teacher on duty. Phase 2 sanctions follow the procedure below (3 steps):

1. Reprimand and warning
2. Reprimand and detention by DH/ H of KS
3. Refer to the Head.

The following sanctions are implemented by the Head.

### PHASE 3 SANCTIONS

If there is no progress resulting from intervention at phase 2, child will be referred to the head. Depending upon the level of support from parents and severity of behaviour, the child will be given an internal or external exclusion.

### INTERNAL EXCLUSION

Internal Exclusion is used when the sanctions above have not produced sufficient improvement in behavior or following a particularly serious incident.

Only the Head may place a child in Internal Exclusion. Parents must be informed in writing and students are supervised throughout the day, including during break times.

**Internal Exclusion – 1 day isolation held on next available opportunity. Days in IE will be conducted on the nearest available date to the incident.**

Issued for incidents such as:

- Fighting
- Bullying
- Theft



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- Endangering Self or Others
- Vandalism or Graffiti

Internal Exclusions are implanted for a maximum of 3 days in the Primary School. Some of the behaviours listed above may carry a Fixed Term Exclusion, should the nature or frequency of the incident require it. Each case will always be assessed individually with a final decision made by the Headteacher.

### **Pastoral Support Programme**

There may be a small minority of children for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these children.

The Pastoral care Coordinator will prepare a program with realistic and precise behaviour outcomes for the individual child and external support will be sought.

### **Fixed-term Exclusion**

Exclusion from school is used as a last resort when a child has failed to respond to the above sanctions, including Internal Exclusion, or following an incident of a severe nature, e.g. physical contact with a member of staff, theft, possession of weapons etc. The Headteacher writes a letter to parents explaining the reasons for exclusion. A meeting between parents HOKS will take place before the child returns to school in order to discuss the incident(s) and put any necessary support into place.

### **Permanent exclusion**

Permanent exclusion is used for extreme offences. It is the school's policy to do everything possible to avoid this sanction.

There are two scenarios when such a sanction might prove unavoidable:

- A single action or illegal act which threatens the safety of the school community or any individual and deliberately transgresses behavioral norms.
- Repeated indiscipline over a long period of time following a history of fixed-term exclusions.

Any offence, physical or verbal, a child may make about a member of staff is considered a serious offence.

When a serious offence is brought to the attention of the Headteacher an immediate investigation will take place.

Informed that a full investigation is being carried out.

The above mentioned investigation will be conducted by the Headteacher, who is responsible for carrying out the corresponding investigation by compiling all the evidence for which he/she may request the support of other members of the school community.

If the result of such investigation finds that the pupil is responsible for a serious offence, the action to be taken could finally be a permanent exclusion.



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The Headteacher will make a recommendation the Principal. The Principal will make a recommendation to the Board of Trustees who will ratify or not the sanction. Permanent exclusions are only administered by the Board of Trustees following a recommendation from the Headteacher.

### **Bullying**

The college has a zero tolerance attitude towards bullying. Any incidents of bullying are investigated immediately following the procedures set out in the anti bullying policy.

### **EVENTS LOG**

#### **Phase 1**

Classteacher keeps a record in their class file.

#### **Phase 2 and 3**

Records are kept on iSAMS.

### **CONCLUSION**

Finally, the children in Aloha College Primary School are a delight to teach and they deserve our total commitment.