

Anston Park Junior School



Behaviour Policy

Reviewed April 2019
Review April 2020

To be read in conjunction with the 'Anti-Bullying' Policy and 'Positive Handling Policy.'

At Anston Park Junior School we promote the values of positive behaviour. Our school ethos encompasses the 6Rs: respect, relationships, resilience, reflection, risk-taking and resourcefulness. Our school code of conduct has been created in partnership with teachers and children aided by the Learning Ambassadors.

All adults in school are responsible for modelling the code of conduct and positively reinforcing appropriate behaviour. The clear consequence structure ensures children can learn and are safe at all times both inside and outside the school building. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Aims of the policy

- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish
- To enable children to develop a sense of self-worth, respect and tolerance for others
- To produce an environment in which children feel safe, secure and respected.

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline. It is also recognised that external influences on children must be taken into account. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all. **In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable, not the child as a person.**

Employed Staff Powers to Discipline Pupils

Teachers (and all paid employees), have the statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Behaviour and Discipline in School 2014).

- Staff can discipline pupils at any time that the pupil is in school or offsite e.g., visits and residential visits.
- Staff can also discipline pupils when a pupil's misbehaviour occurs off school premises.
- Staff can confiscate pupils' property.
- Staff have the power to impose a detention during the school day e.g. lunchtimes and playtimes (allowing for reasonable access for the child to be able to eat, drink and use the toilet), or preventing a child from taking part in an activity afterschool e.g. representing the school.

Roles and Responsibilities

We believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff

- Class teachers endeavour to ensure that their children behave well at all times, following the Code of Conduct even when they are not present
- Teachers contribute to the open door policy for parents by being available each morning and dealing with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate
- Staff keep an electronic record of significant incidents/log of behaviours which is monitored and reviewed by the Leadership Team
- Teaching Assistants and Midday Supervisors support the teaching staff in the above
- The Head teacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact

Staff are expected to:

- treat all children fairly and with respect
- to raise children's self-esteem and develop their full potential
- to be enthusiastic, motivated and positive role models offering inclusive learning opportunities
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and sanctions clearly and consistently
- to be a good role model with high expectation of all children
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- treat parents in a respectful and supportive manner, fostering a partnership with home.
- to recognise that each pupil is an individual.

Parents

- Parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. It is important that teachers can gain the full support of parents when dealing with any child's behaviour
- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the Head teacher who will take appropriate action. Physical aggression towards staff will be recorded on the correct form.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher

Code of conduct

We have a clear, school-wide code of conduct:

- Take care of yourself
- Take care of others
- Take care of your school

We encourage children to think about both their rights and responsibilities.

<p>Rights:</p> <ul style="list-style-type: none">• To be respected• To be heard• To be believed• To be trusted• To learn• To be safe	<p>Responsibilities:</p> <ul style="list-style-type: none">• To show respect• To listen• To tell the truth• To be trustworthy• To allow adults to teach• To take care
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Our code of conduct is displayed in all classrooms and around the school building so adults and children are reminded of the expected behaviour within school.

Restorative ethos

All staff are expected to build and maintain positive relationships with children by employing positive behaviour management strategies where possible (appendix 2.) Strong, positive and respectful relationships are the foundation of our behaviour policy and ensure that the school achieves its aim of every child achieving their potential.

The restorative ethos guides children to understand their behaviour and why it was unacceptable. Staff will refer to the code of conduct when encouraging children to reflect on their behaviour. Our restorative ethos also encourages children to consider the triggers for their behaviour and the actual or potential consequences of their behaviour and the impact on both themselves and others.

In practice:

Initially, when a child's behaviour does not meet the requirements of the code of conduct, the child is reminded that their behaviour does not meet the expectations. Teachers may use the reflection table and a quiet talk with the child at this point, informally, to guide the child to make the right decisions.

If children continue to choose the wrong behaviours, staff may guide children to the reflection table to complete learning and at this point have a conversation to clearly explain how they need to change their behaviour to meet the expectations of the code of conduct.

When a red card is issued children will meet formally with the member of staff who has issued the red card. This will take place at the next available break time when a reflection sheet is completed and filed. These restorative conversations also allow for relationships to be repaired following incidents of challenging behaviour.

Rewards

There are a wide range of rewards to encourage positive behaviour in school; Dojo points certificates, stickers, special mentions, notes home and extra breaks.

Children collect individual Dojo points and work collectively to earn class prizes. The class teacher tracks the Dojo points and records them on the class thermometer setting key points when children receive a prize as a class. This encourages cooperative working and a sense of community within classes. The prizes are discussed and agreed termly and focus on opportunities to build positive relationships e.g. the class reward may be to bake and use the products for a class picnic; another prize may be additional computing time or an afternoon of sport and art.

Class shields are also used to reward classes who work together to move around school sensibly or who represent the school well through high standards of uniform– the winners are announced in Friday assembly each week and the results displayed in the hall.

Sanctions/Punishments:

Teachers, Support Staff and other paid staff of the school, have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline pupils applies to behaviour both in school, and out (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.)

The Head teacher should consider whether a child's behaviour gives cause to suspect that the child may be suffering, or is likely to suffer significant harm. Where this may be the case, staff should be directed to follow the school's safeguarding procedure.

When children's behaviour falls below an acceptable standard, a range of sanctions may be used. (See appendix 1 Consequences)

If the sanctions in appendix one do not lead to a modification of behaviour the following actions may be considered.

- Exclusion from a favoured activity (short term used occasionally, including on residential visits)
- Exclusion from the right to represent the school
- Seclusion into an area away from other pupils or their own class for a limited period
- The establishment of a behaviour record/log or home school report book
- A verbal disciplining from a senior member of staff
- A requirement for a written apology
- A regular behaviour report/log to be given to the Head teacher
- A letter/telephone call to a parent from a member of SLT
- A meeting with parents
- Other sanctions following discussion between parents, class teacher and head teacher
- Personal Support Plan, a pastoral support programme.
- Exclusion from school (LA guidelines to be followed for either temporary or fixed term, or permanent exclusions)

This school will not use detentions imposed outside the normal school hours as a sanction or punishment. As part of the restorative process, consequences will be chosen in discussion with the child.

Staff will employ professional discretion when contacting parents/carers – the policy for red cards will be followed but staff may wish to intervene before the number of red cards triggers communication with home – e.g. if children are regularly receiving time at the reflection table. All communication with parents/carers regarding behaviour will be recorded on the communication log sheets and filed in the class behaviour folder.

When children receive three red cards, the class teacher will discuss the issues with the behaviour lead and develop Individual Behaviour Plans. The IBPs will focus on supporting the child to make the right decisions and modify their behaviour to ensure that learning can take place. IBPs are filed in the class behaviour folder and shared with parents/carers as appropriate.

SLT Intervention:

If behaviours are constant, persistent or aggressive enough to warrant the involvement of SLT immediately, staff will complete and return the SLT questionnaire to record the incident. These forms will be collated by the Learning Mentor.

Lunchtime/Break time:

Staff are expected to be proactive at break times to ensure that behaviour is of a high standard. Staff should engage with children and proactively intervene to ensure situations do not escalate. At lunchtime, SMSAs do not issue red cards but when behaviour issues occur, they may have a brief restorative conversation or give children a five or ten minute reflection period on the bench. More serious incidents regarding behaviour at lunchtime will be dealt with initially by the Learning Mentor on the yard.

Behaviour Folders and monitoring:

To ensure behaviour across the school can be monitored and strategies evaluated, all classrooms have a behaviour folder.

All reflection sheets from restorative conversations are kept in the folder as well as contact forms completed when staff discuss children's behaviour with parents/carers. Any letters regarding behaviour are also kept in this folder alongside and personalised behaviour plans.

Red cards are monitored each week and a running total kept. Staff are notified when pupils reach two red cards so that the policy can be implemented in a rigorous and timely fashion. Lunchtime slips are also kept in the behaviour folder. All of this information allows school to identify children who may require further support, trends and patterns in behaviour.

Extreme and crisis behaviours:

On occasion, there will be incidents of behaviour where following the normal behaviour policy will not apply e.g. fighting and extremely aggressive behaviour. On these occasions the red hand will be sent for assistance. When a red hand is sent, a survey will be completed detailing the incident.

Staff at Anston Park Junior School will support each other and aim to maintain their colleagues' professional dignity. Staff will assume that an adult dealing with a child in crisis is in charge and take direction from them, rather than taking over an incident and undermining a colleague.

If it is felt that a member of staff is too emotionally involved in the incident staff will allow their removal from the situation by advising them that "there is a phone call for them to be taken in the office." Staff dealing with an aggressive incident should ask for support if needed, and recognise when they need to move away from an incident. Staff involved in incidents of extreme behaviour

should always seek to debrief with a colleague or member of SLT as soon as possible following the incident.

SEND

There may be a small number of children in school who have specific reasons why they do not respond to the structured approach which works for the majority. For these individuals an individual behaviour plan is put in place. This is an individualised plan which is designed to meet the needs of these individuals in terms of support but also the sanctions which will be applied and how. IBPs are always designed around close parental contact and regular contact between school and parents should be built into the plan, as should termly reviews.

Most children experience some difficulties as they grow and develop. It is the intention at Anston Park Junior School to meet the needs of all children and additional support will be provided in the following instances:

- To support any child who is presenting signs of emotional difficulties that are preventing them from fully accessing their mainstream provision.
- To support any child who has barriers in interacting in social situations
- To support any child presenting behavioural difficulties that is creating a barrier to learning
- To support any child presenting extreme behaviours that could result in fixed term or permanent exclusion

Behaviours which may signify emotional and behavioural difficulties:

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration. The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem.

A vicious circle is established, which many pupils lack the insight or the power to break. Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in making friends.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour. Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their junior school years.

Pupil's Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g. offsite visits, residential visits, when representing the school
- Travelling to and from school,
- Misbehaviour when wearing school uniform
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public,
- A pupil's action could adversely affect the reputation of the school. (Including misbehaviour online.)

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits).

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the schools behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions whether fixed term or permanent can only be imposed by the Head teacher or, in her absence, a designated representative, normally the Deputy Head teacher. Where exclusion is used the school conforms to the Rotherham LA and DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and return it to the school for marking.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom

Force is never used as a punishment, but is used to bring pupils under control or to restrain them.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

Physical intervention should be used only as a last resort when other appropriate de-escalation strategies have failed.

- Any physical contact should be only the minimum required
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned
- Incidents must be recorded in the bound and numbered book and reported to SLT as soon as possible.

Confiscation of Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully).

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. The Head Teacher has the power to search without consent for prohibited items, including;

- Knives, weapons
- Stolen items
- Cigarettes, lighters, matches (inc lighter fuel and propellants)
- Drugs, alcohol
- Fireworks
- Pornographic material
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (e.g. mobile phones, trading cards)

Where appropriate, items may be handed to the police. The Head teacher will decide whether it is appropriate to involve other outside agencies e.g. social care team.

Racist/homophobic remarks:

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark.

In this case;

- The pupil will be reprimanded, the Head teacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the school Equality Policy.

The school does not tolerate homophobic language (see Appendix 3.)

Bullying

Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally hurt, humiliate, threaten, frighten or hurt an individual or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer.

It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email.

A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment

Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff feel that an offence may have been committed, we will seek assistance from the police. We take part in the national anti-bullying week. This is done through assemblies and discussions/debates in classrooms.

The Anti-Bullying Policy sets out clearly how the school will respond to incidents of bullying.

Allegations of Abuse Against Staff/ Malicious Accusations Against Staff

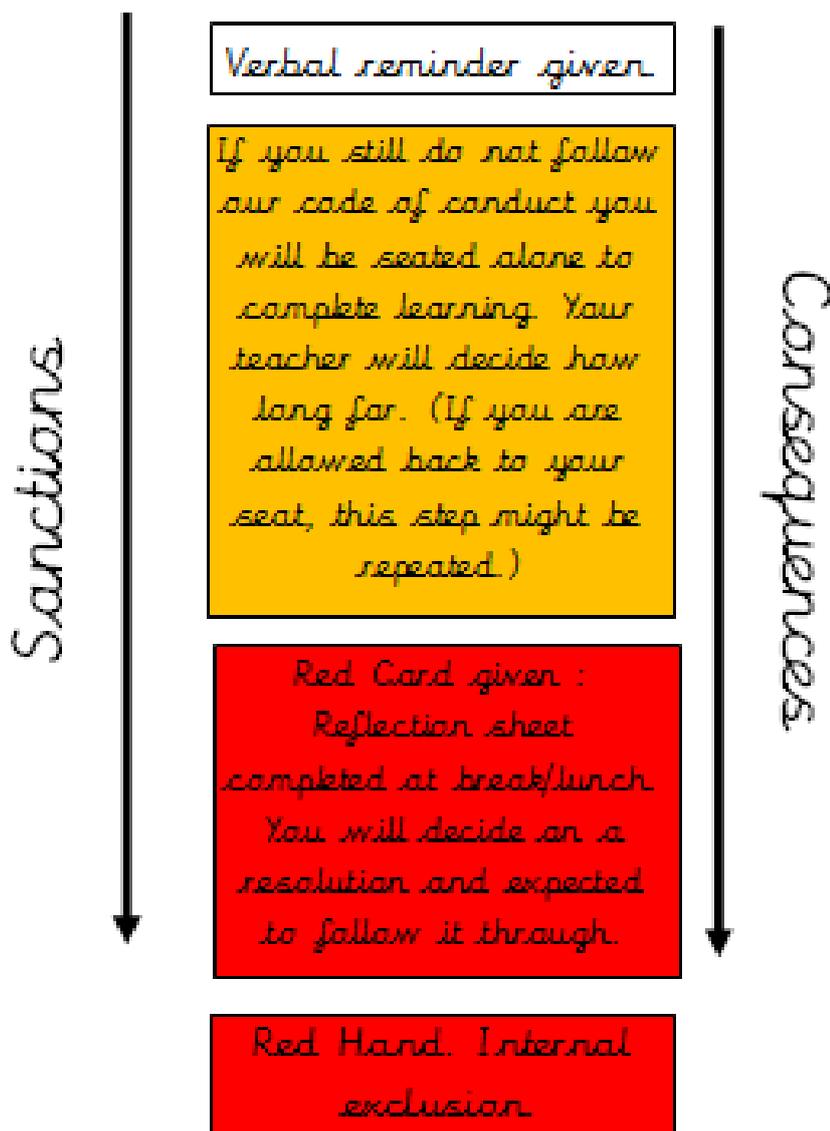
All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported.

The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true. Where the allegation made by a child or parents is found to be false, the Chair of the governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (e.g. Police if the child is 10 yrs old and above)
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.



Our Behaviour Policy



What happens?

2 Red Cards: phone call home from Class Teacher. Begin behaviour chart with your class teacher. This report will last for one week.

If your behaviour improves your parents/carers will be informed. If you continue to not meet our expectations your teacher will talk to Mr. French about the next step.

Appendix 2

Guidelines for positive behaviour management:

- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
- As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
- Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
- Know the code of conduct. Be clear, firm and polite about the behaviour boundaries.
- Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
- Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
- Avoid telling a pupil off in public wherever possible.
- Avoid the use of sanctions when support strategies will suffice.
- Use the school's monitoring, report and behaviour referral systems so that you support each other in addressing the individual pupil's needs and those of the whole school.

Appendix 3 Homophobic bullying

Responding to homophobic language

"The misuse of the word gay meant that it was only when I was sixteen I knew what the word really meant. I think it is important that teachers challenge the use of the word gay as a negative term. They should encourage kids to use other words as an alternative, such as rubbish. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian or gay, or questioning their sexuality."

Joe Allsorts

Even if lesbian, gay, bisexual and transgender (LGBT) students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's The School Report (2007) 98% of young people surveyed hear the phrases "that is so gay" or "you are so gay" in school and over four fifths hear such comments often or frequently. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

Some key skills and tips for challenging prejudice:

- ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents
- challenge all incidents, behaviour and language and be seen to be doing this
- be calm and constructive (responding and helping to build skills). Take time; remain silent if you are upset or angry until you regain control
- if appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language/behaviour was unacceptable
- role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- be mindful of what happens next with friendships and other spin-offs
- show that you are delaying judgement (in some cases) by asking questions
- allow them space to reflect on what they have just said or done
- give them a chance to back-track: self-justify, own or modify their behaviour

- be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on
- build a sense of empathy, co-operation and shared rules “we all agreed ...” “how would you feel if ...” Linking back to ground rules at all times
- be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy
- show upset and hurt if appropriate
- search for the personal, individual concerns which may lie behind their words or reflect
- use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group
- if required by school policy/the law record the incident for monitoring purposes and report to relevant school personnel.

Challenging prejudicial language – a palette of responses

Organisational response

- The ground rules we agreed at the beginning of the lesson said we would show respect to others.
- The school anti-bullying/behaviour policy is clear that homophobic language will not be tolerated.
- This school does not tolerate language like that.

Question

- What do you mean by that?
- What makes you think that?
- Do you mean that as a compliment or an insult?
- Do you realise that what you said is homophobic?
- Would you feel happy if someone was talking like that about your sister/brother?
- Can you explain what you mean by calling that (object) gay?
- Confront
 - Language like that is not acceptable.
 - You might not think that remark is offensive, but many would.
 - Let us talk about why people think like that.

Personal response

- I am not happy with what you said.
- I am really surprised to hear you using that type of homophobic language.
- When you use homophobic language it offends me, I do not want to hear it again.
- What you have said really disturbs/upsets/angers me.

Responding to homophobic language

Some example responses:

Senario 1

You are using the Channel 4 videos to teach sex and relationship education to your Year 4 class. Afia says loudly to Victoria, “your mum is just like those dirty lezzies in the DVD.”

Organisational responses

“Afia, in this school, we do not use homophobic language like that. There is nothing wrong with being a lesbian.”

Questioning/exploring responses

“How do you think Victoria feels hearing you talk about her mum like that? How do you think her mum would feel? Would you like it if someone said nasty things about your mum?”

“What do you mean by lezzies?”

Confronting/challenging responses

“There are lots of different types of families including families with two mums or two dads. All types of families are as good as each other.”

“It does not matter whether someone has two mums or two dads. The important thing is that they love and look after each other and that they love and look after their children.”

Personal responses

“I am really disappointed to hear you talk like that Afia. I hoped you had realised that it is important to be kind to everyone.”

Scenario 2

Jamal is five years old and likes to play in the home corner. He sometimes wears nail varnish to school. Jamal comes in from break crying and another boy says to him, “stop being such a sissy gay boy Jamal”.

Organisational responses

“In this school, we try to be kind to everyone.”

Questioning/exploring responses

“What do you mean by sissy and gay boy?”

“How do you think Jamal feels? How would you like it if someone called you names like that?”

Confronting/challenging responses:

“There is nothing wrong with crying. It is not sissy. It is just as normal for boys to cry as it is for girls.”

“Boys can wear nail varnish if they want, just as girls can play football as they want.”

“Gay is a word we use to describe people who love people of the same sex, not a nasty word to use against people.”

Personal responses

“I am really sad to hear you talk like that. I hoped you knew it was important to be kind to everyone.”