

Policy for Behaviour

Rationale – A Positive Approach

Behaviour is everyone's responsibility. We believe that teachers have a right to teach and that all pupils have the right to learn and play, in an orderly, safe environment where they are encouraged to be courteous, well-mannered and develop respect for themselves, others and their surroundings.

This policy should be used in conjunction with the school's policy for Safeguarding which details child protection procedures and also the Violence and Aggression policy.

Aims and expectations

Our principal aim is to establish a school ethos that promotes high standards of behaviour. The school will seek to enable all pupils to develop self-discipline through:

- Providing a welcoming and safe environment
- Develop a sense of self respect, self-discipline and consideration of others
- A broad and balanced curriculum that engages, challenges and motivates children to learn
- A caring approach where everyone models the expected behaviour
- Respecting and showing tolerance towards others, including all fundamental British Values
- A PSHCE programme (see separate policy) which explores a wide range of issues related to the social, moral, spiritual and cultural development of the child
- The celebration of individual, class and school success
- Recognising and rewarding positive behaviour and putting the appropriate consequence in place when school rules are broken
- Be aware of the needs of each pupil and their individual circumstances to ensure that all are treated fairly

Positive behaviour within the learning environment is the responsibility of everyone and teachers, support staff and children are expected to model positive behaviour at all times in their interactions with each other

Roles and Responsibilities

All staff, teaching and non-teaching will follow this policy and will:

- Be a positive role model
- Help pupils understand their rights and responsibilities as citizens within our school and the wider society
- Help pupils to make the right choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Make sure that pupils listen and are listened to and value others
- Reward and praise positive behaviour
- Use the behaviour incident form when necessary and follow our behaviour leadership flow chart,
- Give opportunities for pupils to develop interpersonal and social skills
- Ensure that pupils know our golden rules
- Inform parents about their child's behaviour and work alongside parents and carers
- Inform specialist behaviour TA about serious incidents which are monitored
- Be stationed at different areas whilst on duty to ensure full visibility of the children

Pupils will:

- Respect and care for others
- Listen to others
- Learn and work co-operatively
- Follow the golden rules

- Resolve disputes positively – using restorative approach
- Value and take responsibility of the environment
- Reflect upon their actions and emotions
- Wear the William Austin school uniform with pride – please see our website and welcome brochure for further details

For safety reasons, jewellery is not permitted with the exception of a watch and one stud earring in each earlobe. Watches must be removed for PE and earrings should be removed, or taped (if you plan to have your child's ears pierced please consider when you do so, so there is enough time for them to be removed for these activities). Hair should be modest in style and of a natural colour. Patterns shaved into hair and eyebrows are not appropriate for school. Hair bands and bows can be worn. Pupils should not wear make-up or nail polish.

Parents, carers and families will:

- Support the school and its behaviour policy
- Work collaboratively with school staff to promote positive behaviour at home in order to provide continuity between home and school
- Contact the class teacher in the first instance if concerned about their child's behaviour
- Contact the specialist behaviour TAs, Family Workers or Achievement Leader for further support
- Ensure that their child has their PE kit in school every week
- Ensure that homework is completed and returned to school
- Show an interest in all that their child does in school
- Encourage independence and self-discipline

Monitoring and evaluating

- The effectiveness of this policy will be monitored by the SLT on a termly basis and reported to governors on an annual basis
- The specialist behaviour TAs keeps a variety of records of behaviour incidents and monitor them accordingly, they will also carry out a school learning walk to monitor implementation of strategies
- Racist and homophobic incidents are logged on My Concern and reported to SENDCO. and Governors
- Bullying incidents are kept by the specialist behaviour TAs and reported to Governors
- Records of Serious incidents are kept by the Behaviour TAs
- Any concerns about Extremism will be logged on My Concern and reported to SENDCO.
- All level 2 and 3 incidents are recorded in individual class Red Books which are monitored weekly

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise
- Class reward points which are displayed in the hall
- House point tokens for class and whole school.
- Half termly house point Colour Day for the winning house.
- Merit Certificates – celebrating the achievements of children in Friday's Celebration Assembly.
- Wizard of the Week rewards (name in newsletter and displayed on classroom door and special seating in assembly)
- WOW work display in the hall and in the weekly newsletter
- Pupils work shared with senior staff
- Secret student, secret class
- Any other in-class rewards
- Annual Good Citizenship reward
- Reward Time ladders for each class

Interventions:

We believe that to facilitate positive behaviour and encourage children to make a change, the following interventions will be considered and applied as appropriate to individual need:

- reflection time to discuss choices and plan a way forward in The Hive
- adaptation of classroom organisation and/or resources
- implementation of a positive behaviour support plan with individual behaviour targets
- Risk Assessments for identified activities (where appropriate)
- Personalised Support Plans (PSPs) with behaviour targets and clear strategies, IEPs and behaviour charts
- External agency support and referrals (Educational Psychologist Service, CAMHS (Child and Mental Health) ELC, EHA, Neighbourhood Provision and the Alternative Learning Provision Advisory teacher)

Sanctions and consequences

- We follow our behaviour leadership flowchart for levels 1-3 (see attached)
- When children are not responding to our Golden Rules staff will remain calm and clarify why the behaviour is inappropriate, stay consistent and put in place reasonable, relevant and logical consequences. Staff will be caring and discuss behaviour away from an audience where possible
- We will teach better behaviour if needed, for example in our Social Skills and Nurture Groups

The Management of unsafe Behaviour

In very rare situations, where behaviour is likely to escalate or prove damaging to people or property, staff must take action to establish control (they may not intervene if it would put themselves at greater risk, it's about an informed response).

The least intrusive strategies necessary will be employed such as dialogue, diversion and distraction to avoid the need for physical intervention but on occasion physical handling through the use of 'reasonable force' (App DfE 'Use of Reasonable Force) may be the appropriate action to take in order to calm the child and de-escalate difficult situations. Reasonable force may be deemed appropriate to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

- Reasonable force should only be used when necessary, in the best interests of the child and others and will depend upon individual circumstances
- It should be reasonable and proportionate to the behaviour displayed.
- If a child requires physical intervention on a regular basis, this will be supported by staff trained in 'Team Teach'.
- Other staff should be present to assist and to alert senior staff of the situation.

The following staff have been trained in the *Team Teach* approach (positive handling):

Jo Adams, Sylvia Douglas, Sarah Durkin, Tabassum Parkar, Andy McMulkin, Chris Britten, Mrs Faruk and Mrs South.

Fixed Term and Permanent Exclusion

Only the Head Teacher, or in the absence of the Head Teacher the Deputy Head Teacher, has the authority to exclude a child from school. The Head Teacher will establish the facts in relation to the exclusion, including reviewing previous evidence, and the decision will be taken on a balance of probabilities and only in response to the breaches of the school's behaviour policy, including persistent disruptive behaviour. They will make the decision of exclusion in line with the principles of administrative law, ensuring that the decision is lawful; rational; responsible; fair and proportionate. **Exclusions will only be used as a last resort and/or in the case of extreme behaviours.**

- Behaviour at Level 4 may lead to an Exclusion – Local Authority guidelines are followed in the event of an exclusion taking place
- In the event of the following behaviour we may issue a fixed term or permanent exclusion:

- Behaviour by an individual repeated over time that intentionally hurts another individual or group physically, verbally or emotionally
- Racist and or homophobic abuse (records of these incidents are kept and reported to governors)
- Sexual misconduct
- Cyber bullying
- Possession and/or supplying of illegal drugs, tobacco or alcohol
- Possession and /or use of knives or a weapon
- Persistent incidents of severe disruptive behaviour (i.e. fighting, bullying)
- Theft
- Handling stolen items
- Possession of fireworks
- Possession and/or distribution of pornographic images
- Possession of and/or distributing any materials that may breach the PREVENT duty
- Any article likely to be used to commit an offence/cause personal injury or property damage
- Any incident that brings the school into disrepute
- Persistent Peer on peer abuse
- The list above refers to incidents both in school time or during any school related activity
- Travelling to and from school
- Wearing school uniform
- Or in some other way identifiable as a pupil at the school

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve either the head or deputy with the child and their parent/carer.

Golden Rules

We have developed our golden rules for the school. They are displayed in each classroom and shared with the pupils.

<p>In our school we show RESPECT by:</p> <ol style="list-style-type: none"> 1. Doing our best 2. Showing good manners 3. Listening to each other 4. Looking after our property 5. Being kind and honest to each other <p>We respect others, respect our school and respect ourselves.</p>	
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Special Educational Needs

We expect all children to behave in line with the school rules and to display positive characteristics that they can take forward and use outside of the school environment. When negative behaviours occur, sanctions will be put into place. When the child in question is known to have Special Educational Needs or Disabilities (SEND), sanctions will still be implemented, however, the strategy used when dealing with this negative behaviour will take into account the specific needs of the child and an appropriate sanction will be put into effect. In some cases, the child may be supported by a member of staff during unstructured playtimes or receive support from the Behaviour Support Team. A positive approach will always be used with the aim of preparing all children for the future and life outside of William Austin Junior School.

We may implement an adjusted timetable to meet the needs of a child.

Other strategies currently used to achieve our objectives are as follows:

- Ethos – upholding the positive ethos, setting good role models for the children, fostering a culture of respect for all, valuing success at all levels and supporting staff dealing with the management of pupil behaviour.
- House System – pupils belonging to a house, Chiltern, Icknield, Lea or Warden, and working hard to gain house points to achieve rewards, both personally and at a whole school level.
- Prefect System – use of responsible reliable children to support younger children and represent the school at various occasions.
- The Junior Leadership Team – chosen representing the views of each class in a wider forum, and feeding back to classes.
- Assemblies – moral messages used to promote good, acceptable and social behaviour.
- Class behaviour – Golden rules displayed in the classroom
- Playground behaviour – play equipment provided for children at lunch times, benches on the playground for children to socialise, midday supervisors who encourage children to respect each other and play safely. TA's have zonal areas for structured activities.
- If there is damage caused to school property or equipment (i.e. library books etc) a voluntary contribution will be sought from parents/carers.
- Anti-Bullying – analysis of bullying situations and strategies taught within PSHCEE lessons, with a whole school focus during Anti-Bullying week in November, involvement of class teacher in the first instance then referral to senior staff, sanctions in place to deal with bullies, parents informed. (See Anti-Bullying Policy).
- Monitoring cycle – Pupil Voice and focussed discussions with children.
- Citizenship Day at the start of each half term to go over Values of the school.
- STEPS for manners and SLANT for good listening

Major physical assault

Where the violence is a major physical assault or serious threatening behavior: such as the use of a weapon, the matter must be reported immediately to the Head Teacher so that suitable action can be taken. Where the serious violence has come from a pupil, this may involve exclusion (permanent if necessary) and the police being informed. Where the violence has come from a parent, the police will be informed. In all cases AssessNet and the Violence at Work form will be completed as soon as possible after the event.

Deliberate disruption

The sanctions used in our school are put in place at the discretion on the senior leadership team and specialist behaviour TA's. Any deliberate disruption will be followed by a red card being used by the adult in charge at the time of the incident. The office will urgently inform the Behaviour Team. They will assess the situation and deal with the incident. The incident will be recorded in the Red Book and the necessary records updated. The context and pupils' needs will be fully taken into account when sanctions are applied.

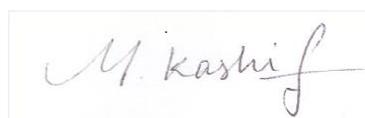
The Policy is monitored and reviewed by the Deputy Head teacher on an annual basis

Policy updated: June 2022

Staff responsible: Tabassum Parkar

This policy was ratified by the Governing Body on: 13th July 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

(printed)

Behaviour Leadership

Level 1	
Behaviour -Unkind language -Incorrect uniform -Refusing instructions -Talking -Swinging on chair -Doodling on books -Throwing equipment	Strategy -3 warning system(Reminder, warning, consequence) -Loss of playtime (2, 4, 6 mins etc.) -Sentence starters on whiteboard for reflective time -Community service inside/outside (litter picking, sharpening pencils, tidying) -Phone call home



Level 2	
Behaviour -Fighting -Deliberate swearing -Persistent refusing instructions -Deliberate throwing equipment -Stopping other children from learning -Hurting a child -Abusive language -Deliberate disruption	Strategy -Miss playtime (stand in a designated spot on the playground/walk with teacher at playtime) -Phone call home -Follow up letter home -Meet parents <ol style="list-style-type: none"> 1. Class teacher 2. Class teacher with Achievement Leader 3. Class teacher, Achievement Leader and behaviour TAs 4. Class teacher and SMT



Level 3	
Behaviour -Stealing -Racism -Extremism -Vandalism -Deliberately hurting a child -Leaving the environment -Peer on peer abuse -Persistent bullying/Cyber bullying -Threatening behaviour towards child/adult	Strategy -Meet parents (Class teacher, Achievement Leader and behaviour TAs/SMT) -Invite parents in to sit with child in lesson -Internal exclusion -Fixed term exclusion



Level 4 -External exclusion issued by Mrs Adams