

# Auriol Junior School

## BEHAVIOUR POLICY

2019/2020

### **OUR BEHAVIOUR ETHOS:**

At Auriol Junior School, we believe that good behaviour is essential to ensuring that children can learn well in a happy, secure and caring environment. Our curriculum aims to create the culture, skills and tools needed for all children and adults to thrive in the modern world.

We consistently expect a high standard of behaviour from children and expect all adults to be excellent role models for our children.

We are a highly inclusive school and our approach to challenging behaviour maybe differentiated to cater to the needs of the pupil.

### **This policy enables our school to:**

- Provide a safe, calm and orderly environment in order for the children to learn most effectively.
- Establish an environment where good behaviour is encouraged and rewarded and staff set an excellent example.
- Encourage children to show respect towards each other, staff and other adults they may come across.
- Ensure that all stakeholders look after and respect their environment.
- Ensure that pupils are helped to take responsibility for their actions.
- Work in partnership with families involved with behaviour incidents to foster good relationships.
- Ensure that all pupils have an equal and fair chance to success and learn in an atmosphere of respect and dignity, regardless of: race, religion, gender, sexual orientation or disability.

### **AIMS**

- Outline a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave.
- Summarise roles and responsibilities.
- Outline our system of rewards and sanctions.

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## **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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy should be read in conjunction with the following additional policies and documents:

- Anti-bullying
- Teaching and Learning
- The SEND Information Report
- E-Safety
- Behaviour and disciplines in schools DfE advice January 2016

## **Roles and Responsibilities**

### **Staff Responsibilities:**

- To implement the behaviour policy consistently
- To teach children explicitly about good behaviour choices
- To provide a personalised approach to the personalised approach to the specific behavioural needs of particular pupils
- To develop a positive behaviour culture
- To model positive and respectful behaviours
- To work with parents/carers proactively in partnership
- To record behaviour incidents

### **Pupil Responsibilities:**

- To follow the behaviour policy and the rules outlined in the 'Pupil Code of Conduct' to ensure that there is a positive school atmosphere
- To show self-discipline and respect in school and in the community beyond the school gate
- To take pride in their work and school
- To be active in challenging and preventing bullying
- To show respect to each other, members of staff and other adults in and out of school

### **Parent Responsibilities:**

- To support their child in adhering to the Pupil Code of Conduct
- To inform the school of any changes in circumstances that may affect behaviour
- To discuss any behavioural concerns with the class teacher promptly
- To work with the school to support the implementation of the behaviour policy to ensure a positive school atmosphere

## **What do we define as 'misbehaviour' at Auriol?**

### **In Lessons:**

- Disruptive behaviour
- Refusing to complete school work
- Unkind language, name-calling or teasing
- Defiant or disrespectful behaviour
- Vandalism of school property (minor)

### **Around school and outside:**

- Disruption or running in corridors or around school
- Unkind language, name-calling teasing or winding up of others
- Defiant or disrespectful behaviour towards adults
- Vandalism of school property (minor)
- Fighting (minor)
- Swearing
- Throwing food
- Playing an unsafe game

### **Serious Misbehaviour at Auriol is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Deliberately missing lessons by hiding or running away
- Theft or vandalism of school property (major)
- Serious physical assault towards peers or adults or endangering a peer or adult
- Possession of prohibited items. These are: knives or weapons or illegal substances
- Racial or homophobic abuse of anyone in school

### **Bullying at Auriol is defined as:**

The repetitive, intentional harming of one person or a group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

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

### **Types of bullying and the definition**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

### **Off-site behaviour**

When attending a trip, event or residential as a representative of Auriol, the behaviour policy still applies to students. This may mean sanctions are applied even when off-site.

## Sanctions

Auriol Junior School favours a restorative approach to behaviour where possible, whereby sanctions are used to teach not to punish. Restorative justice is used to work with students to come to a solution and fix the problem as well as impose fair consequences, foster understanding and adjust the future behaviour of the student accordingly.

Therefore, when sanctions are given, it must be clear why the sanction is given and staff members must work with the child to help them understand what changes in behaviour are required in order to avoid future sanctions. It should also be clear through the language used that it is the behaviour that the pupil chose as opposed to the child themselves that is sanctioned. If the behaviour happens in class, then the Good to be Green format will be applied as above.

<b><u>In Class Behaviour Sanctions – Good to Be Green</u></b>
<b>REMINDER</b> Children are given a verbal reminder that the behaviour they are showing is not in line with the code of conduct
<b>WARNING</b> A warning card will be placed under the child's name on the Good to be Green behaviour chart. At this point, where appropriate, the child may be moved to a different seat within the class. The class teacher will record this on Pupil Asset.
<b>YELLOW CARD</b> The child will go to the Year Group Leader's class for the remainder of the lesson to complete their work, who will then discuss the behaviour following the lesson and a way forward. The child will also miss ten minutes of play-time for reflection. Parents will be informed about the behaviour by the class teacher and recorded on Pupil Asset. The child returns to class in the next lesson.
<b>RED CARD</b> After a yellow card and returning back into class, the child receives a reminder and warning before they are given in a red card. If poor behaviour choices continue, the child will spend the remainder of the morning or afternoon with a member of SLT and complete the work. The SLT member will then discuss the behaviour and a way forward. The child will also miss thirty minutes of play-time for reflection. Parents will be informed by class teacher or member of SLT and the behaviour will be recorded on Pupil Asset.

If a child receives 3 yellow cards the class teacher will arrange to meet with parents to discuss behaviour. If the child receives more than one red card, the class teacher and a member of SLT will meet with parents.

If the behaviour happens out of class, a Staff member will investigate an incident and follow the Restorative Reflection format as below after investigating incidents. Children will attend a lunch-time reflection session with a teacher and be grouped by reflection time length. A teacher will then discuss the behaviour with each group and talk about what could be done differently next time. Then the pupil will complete a 'behaviour activity' dependent on their behaviour choice and length of reflection.

<b><u>Out of Class Behaviour Sanctions – Reflection time</u></b>	
<b>5 MINUTES REFLECTION TIME</b>	
<p><b>Given for:</b> Running in corridors, talking in corridors, talking in assembly, incorrect uniform</p>	
<b>10 MINUTES REFLECTION TIME</b>	
<p><b>Given for:</b> Playing an unsafe game, disrupting other classes and throwing food</p>	
<b>15 - 20 MINUTES REFLECTION TIME</b>	
<p><b>15 minutes given for:</b> Being disrespectful or defiant, unkind language, name-calling, teasing, winding up of others and minor vandalism</p>	
<p><b>20 minute given for:</b> Swearing</p>	
<b>30 MINUTES REFLECTION TIME</b>	
<p><b>Given for:</b> Fighting or being physical towards another child</p>	

If a child receives 3 detentions longer than 15 minutes in one half term, the class teacher will meet with parents to discuss behaviour. If there are 3 detentions of 30 mins in a half term, the class teacher and a member of SLT will meet with parents.

### **Confiscation**

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned.

We will also confiscate any items that is harmful to the order of the school and the school's behaviour policy. These items will be returned to pupils if appropriate following a discussion with senior leaders and parents. Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation



## **Physical Restraint**

All SLT members, teaching staff and teaching assistant staff are trained in the use of Pivotal MAPA, which focuses on the Crisis Development model and strategies for de-escalation, so that approaches are consistent across staff across the school in order to prevent serious events from occurring.

However, in some serious circumstances, **staff may have to use reasonable force to restrain a pupil in order to prevent them from:**

- Harming themselves or others
- Seriously 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 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

*Any staff members using physical restraint are trained in using MAPA (Managing Actual and Potential Aggression) strategies to de-escalate, dis-engage, hold and stabilize and limit the range of motion for pupils' safety.*

## **Malicious Allegations**

The school takes malicious allegations against adults very seriously and these would always be investigated thoroughly and action taken as deemed appropriate.

## **The Wave**

The Wave provides pupils who have social, emotional or mental health needs a safe place to calm down and de-escalate should they need this. Here they have access to an LSA to talk with, sensory or structured learning activities or they can continue with work from class.

## **Exclusions**

Auriol Junior School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

The school's use of Fixed Period Exclusion is extremely rare as this could be seen as rewarding poor behaviour with a 'day off' and be counter-productive. Where exclusion is used, the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days, the school will provide work; it is the parent's responsibility to ensure the pupil completes the work and returns it to school for marking. Parents/carers must also make sure that pupils will not be in a public place during an exclusion.

From day six of exclusion, pupils will be expected to attend Cuddington Community School. In the event of a permanent exclusion, the Local Authority will contact parents with details of the day six provision.

Reintegration meetings are considered to be a vital part of the reintegration process and provide parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened, repair relationships and make a plan for going forwards successfully. If parents/carers do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible, the school works with other local schools to facilitate 'Managed Moves' or a referral to an alternative provision, which may make permanent exclusion unnecessary. The school endeavours to follow guidance given for vulnerable pupils (e.g. for those who are 'Looked After' by the Local Authority or who have Education, Health and Care Plans).

### **Statutory Guidance:**

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school behaviour policy;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## **Promoting Good Behaviour and Rewards**

At Auriol Junior School, we have high expectations and regularly reward students for demonstrating excellence in work learning behaviours or behaviour choices. We believe that good behaviour needs to be modelled and taught and all staff have access to a range of CPD opportunities to develop behaviour management and skills. All staff are trained with the school strategies for promoting positive behaviour and ensure consistency across the school. We also ensure that behaviour is discussed within the curriculum in assemblies and PSHE and in stand-alone lessons where necessary as class and year group issues arise.

All staff also recognise that some children may need additional support with behaviour for a range of reasons, including having Special Educational Needs and may need behaviour more explicitly outlined and their own behaviour system developed.

### **House-points:**

House points are awarded for excellent effort in learning. Children receive certificates for achieving 40 house-points (bronze), 80 (silver), 120 (gold), 160 (platinum), 240 (diamond). These are celebrated in year group assemblies and Achievers' Assembly. Each week, the house captains will announce to the school which house has received the most house points.

### **House-tokens**

House tokens are awarded for excellent behaviour around school and in class. These are collected up weekly into four house tubes and presented in assembly this week.

### **Good to Be Green**

To 'stay on green' a child must not have a longer reflection time out of class than five minutes over the half-term and must not have received a warning or above in class. Those who have stayed on green then are entitled to a Good to Be Green all week sticker. Each week, the year group who has also displayed the best learning behaviours around school gets awarded an extra Friday break-time on the MUGA.

### **Achiever's Assembly**

The assembly celebrates one achiever of the week from each class, as nominated by the teacher, with their name in lights on the projector! They receive a sticker (worth two house points) and sit on the Bench of Brilliance for the following week.

### **Governor's Award**

One pupil from each class each half term is selected for a Governor's Award, which is presented by two school Governors on the last day. They receive a sticker and a certificate and are invited to a 'Tea Party' with the Head/Deputy Head teacher and any Governors from the assembly.

### **Post-cards home**

All staff members can send post-cards home throughout the year to recognise special successes for individual pupils.

## **Subject Specific Rewards:**

### **Maths: Times-Table Rockstars Awards**

A variety of different rewards are given for excellent effort in Times-Tables Rockstars and these are celebrated in Achiever's Assembly.

### **Reading: Millionaire Certificates and Tea Party**

Using the Accelerated Reader scheme, 'millionaire' certificates are awarded to pupils who read more than a million words and they are invited to an annual tea party with the Reading Lead. Awards are also given for the highest word-count in each year group and in the school overall.

### **Mrs McDowall Stamps**

For an exceptional piece of work, a Mrs McDowall stamp could be given. The pupil can then go and share their work with Mrs McDowall and receive a special sticker.

## **Review and Evaluation:**

This policy was developed with all stakeholders within the Auriol community and the success of this policy will be judged according to:

- the number of red cards or 30 minute detentions
- the total number of fixed-term and permanent exclusions
- the anecdotal comments of the school community
- comments from children in school council and parent and staff evaluations
- feedback from external monitoring visits

This policy will be reviewed during the Spring term 2020. It will be amended following thorough discussion between all members of the school community, taking into account the success criteria described above.

The governing body is responsible for reviewing and approving the Behaviour Policy in conjunction with headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

<b>Date approved by staff:</b>	Autumn Term 2 2019
<b>Date approved by Local Governing Committee</b>	Spring Term 1 2019
<b>Date to be reviewed:</b>	Spring Term 1 2020
<b>Responsibility:</b>	Local Governing Committee

