

# **Auriol Junior School**

## **Behaviour and Discipline Policy**

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

### **Aims:**

- To provide a safe, calm and orderly environment in order for the children to learn most effectively.
- To establish an environment where good behaviour is encouraged and rewarded.
- To show respect towards each other, staff and other adults they may come across in the course of their school life and to understand what respect looks like.
- To ensure that all stakeholders look after and respect their environment.
- To define acceptable standards of behaviour and ensure pupils and staff understand what is expected of them.
- To encourage consistency of response to both positive and negative behaviour.
- To ensure the school's expectations and strategies are widely known and understood.
- To work in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
- To 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. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.

The Behaviour and Discipline Policy should be read in conjunction with the following policies and documents

- Anti Bullying
- Teaching and Learning
- The SEND Information Report
- E-safety
- Behaviour and discipline in schools DFE advice January 2016

Any decision made by the school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010), rational, reasonable, fair and proportionate. Where necessary, the school should demonstrate they have sought specialist advice from external professionals.

### **Parents/Carers**

Auriol Junior School aims to work in partnership with parents at all times. Parents/carers are expected to:

- Support the school in upholding the school rules and creating an orderly climate for learning.
- Ensure regular and punctual attendance at school.
- Ensure their children are in the right place during any fixed period exclusion.
- Attend a Reintegration Interview following any period of fixed period exclusion.
- Support the school in the implementation of the Behaviour and Discipline Policy.

Parents/carers who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

### **Pupils**

The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community beyond the school gate. All pupils have the right to complete their work unhindered by poor behaviours of a minority. The school encourages pupils to take a pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying.

**All Staff** at Auriol Junior School have high expectations of pupils' behaviour and will use a positive approach where possible. Staff members have the right to impose disciplinary sanctions when pupils fail to observe the school rules and regulations. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where adults can teach and pupils can learn. We wish pupils to take a pride in both their school and their work. All staff are expected to model positive respectful behaviours at all times.

### **Anti-Bullying**

Auriol Junior School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The school's policy on anti bullying can be found in the Anti Bullying Policy. The school is aware of the pressures and dangers that may present through new technology and our anti bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour through social media will be subject to the school's disciplinary code.

### **Behaviour Out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

In some circumstances, teachers have power to discipline pupils for misbehaviour which occurs outside of school. Staff will always investigate any out of school incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Auriol Junior School pupils.

### **Promoting Good Behaviour**

At Auriol Junior School we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills in order to ensure they are able to fulfil the Teachers' Standards.

All staff are trained with the school strategies for promoting positive behaviour to ensure consistency across the school. We encourage staff who are experiencing difficulties with individual or groups of pupils to discuss and share practice ideas. We ensure that all cover teachers are provided with a summary of both our Behaviour and Anti Bullying Policies and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed across the curriculum in assemblies and PSHE, and in stand alone lessons where necessary as class and year group issues arise. We also ensure that pupils new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti Bullying Policies. A child friendly version of this policy is available for pupils.

Children who may have difficulties with behaviour may also be offered interventions to help them understand social rules.

### **School Rules**

The School Rules are attached as an appendix. They can be found in the pupil planner and are communicated to parents on admission to the school. Parents will be informed of any additions/amendments by letter on an annual basis.

### **Code of Conduct**

A class Code of conduct is agreed by each class and is prominently displayed in all classrooms. There is ongoing dialogue between staff and pupils about the Code which ensures it is consistently understood and applied.

### **Systems and procedures, including Good to be Green**

There are two separate systems; one for in class behaviour and one for out of class which applies around the school and in the playground.

A Good to be Green policy is employed across both systems where children all start on Green at the beginning of each half term. If children make a poor behaviour choice, and receive any sanction other than a reminder, then they will no longer remain on Green for that half-term.

The in-class system is based on the use of a reminder, warning and yellow and red card policy and for the out-of-class incidents, a detention system is used.

### **Rewards**

Auriol Junior School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The most common form of reward is praise, both informal and formal, to individuals and groups. The school has a range of rewards available:

#### In class:

- House points are rewarded for learning behaviours and achievements. Certificates are received for individual achievement when significant totals of house points have been attained. These achievements are recorded in the Newsletter.
- Children who have 'Stayed on Green' for the whole of a half term receive a reward at the end of each half term and this is usually an extended playtime.
- A child from each class receives a Head Teacher's award in the weekly Achievers assembly. These children sit on the 'Bench of Brilliance' during assemblies for the next week and their name is recorded in the Newsletter.
- Each week there is also a year group rotation for a tea-party to reward one pupil per class for consistently good behaviour and effort in learning.
- Postcards are sent home for exceptional learning and social behaviours.
- Governors' Awards certificates are given in the half termly Governors' assembly and these are given for exceptional learning and social behaviours.

#### Out of class:

- House tokens are a coloured token which the children place in the 'House' box in their class. House tokens are given for polite and considerate behaviour both around the school and in classes. There is a half termly reward for the overall winning house; this might be a 'mufti' day.
- For good behaviour in the lunch hall, a child may be awarded a ticket for the 'Golden Table' by lunch staff and will be allowed to pick a friend to go in early with.

#### **Sanctions**

Teachers, teaching assistants and other paid staff with responsibility for pupils at Auriol Junior School have the legal power and are expected to discipline pupils, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Where sanctions are given, it must be clear why the sanction is given and what changes in behaviour are required 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.

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

#### In class:

- Reminder - children are given a verbal reminder that their behaviour is not in line with the Code of Conduct.
- Warning - children are given a warning card as a visual prompt and moved in class. The teacher will write this in the home school diary and record the behaviour on Pupil Asset.
- Yellow card - children take the yellow card to their year group leader, where they will remain for that lesson. The class teacher will contact parents and record the behaviour on Pupil Asset. The child will lose 10 minutes out of playtime for reflection.
- Red card - children take the red card to a member of the Senior Leadership Team, where they will remain for that morning or afternoon. That member of staff will contact parents and record the behaviour on Pupil Asset. The child will lose 10 minutes out of playtime and 30 minutes of lunchtime for reflection.

- Some behaviour may be more serious and receive an immediate yellow or red card.
- The class teacher and Behaviour Leader will monitor the children's behaviour closely. Where a child receives 5 yellow cards or 2 red cards in one half term, a meeting with parents will be arranged.

#### Out of class:

During playtimes and lunchtimes, children who behave inappropriately will receive a detention. If the detention is received at break-time, the detention will occur at lunch-time on the same day. If the detention is received at lunch-time, the child will attend detention the next day. Detentions will be taken in a set room by a member of staff. During the detention, if the detention is over 5 minutes, the child will complete a detention reflection log. This is then signed by the class teacher and is also taken home to be signed by the child's parent.

The following detentions may be given:

- 5 minute detentions - being in school without permission, playing an un-safe game, shirts being un-tucked, running inside school or talking when moving around school. Five minute detentions do not require the child to complete a reflection log.
- 10 minute detentions – being unkind to another child or knowingly winding others up.
- 15 minute detentions – name-calling or using unpleasant language towards others.
- 20 - 30 minute detentions – swearing, disrespecting school property, throwing food, being rude or answering back to adults, hurting other children, fighting or spitting.
- 30 minute detentions – prejudicial behaviour towards others.

Detentions may be given for other behaviour not listed above if the behaviour breaches the school code of conduct.

Staff supervising detentions must make sure that a child has reasonable time to eat, drink and use the toilet. All detentions are categorised and recorded on Pupil Asset.

#### **More Serious Behaviour**

The following behaviour is deemed to be very serious and requires input from the Head teacher or Deputy Head. Parents are likely to be involved as a matter of urgency:

- a) Bullying
- b) Unprovoked serious physical abuse of a child
- c) Physical abuse of on adult employed/volunteering in the school
- d) Racial or homophobic abuse of anyone in the school
- e) Carrying a weapon or illegal substances
- f) Running out of school during the school day or during an internal exclusion
- g) Deliberately missing lessons by hiding in an area of the school
- h) Doing something that constitutes a danger to another child e.g. pulling a chair away

## **Pupils requiring Additional Support**

Auriol Junior School recognises that some children are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. The class teacher, Behaviour leader, SENCO and Senior Leadership Team will liaise to identify these children. Those who require additional support may be:

- Offered support from a senior leader with individual targets which will be regularly monitored. These may be recorded on a Report Card or a Pastoral Support Plan.
- Referred to the SENCO for an assessment of their needs (see SEND Policy).
- Referred for a multi-agency assessment.
- Referred to alternative education provision.

The schools will regularly review all children who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made, the school will consider what else may be available both from within the school (ELSA, Counsellor, well-being interventions) and from a range of outside agencies with whom the school has contact (eg. CAMHS, Social Care, Family Support Worker).

All staff should reflect as to whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

## **Use of Force**

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, the SLT will execute emergency restraint as a last resort on pupils who are:

- at risk of injuring themselves
- at risk of injuring other pupils
- at risk of injuring adults
- at risk of damaging school property
- disrupting good order and discipline in the classroom

Restraint at Auriol Junior School means:

- holding hands to stop them from hurting others
- holding arm at wrists or forearm
- placing hands in centre of back and shepherding away
- pushing/pulling

**Please note** that it is the policy of this school, that no adult working in the school will run after or follow an angry child unless they are at risk as above. Children should be left to calm down unless they are at risk of injuring themselves or others when restraint may be used as a last resort.

## **Power to search without consent**

The head teacher also has the power to search children if they suspect a child is carrying a prohibited item. These include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images. The search will normally

be done after the head teacher contacts the parents and with another member of staff. In an emergency, the head teacher will do this with another adult present.

All incidents of restraint and search will be recorded, logged and placed in the child's confidential file.

### **Allegations**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential.

If the allegation is against the headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

### **Data**

The school collects a range of behaviour data including:

- Exclusions, both external and internal.
- Attendance and punctuality, including punctuality to lessons.
- Referrals to 'In house support'.
- Behaviour, attendance and progress data of those pupils attending alternative provision.
- Incidents, rewards and sanctions.
- Bullying and racial incidents.

Data is analysed at individual child level by Class Teachers and the Behaviour Leader and is used to inform referrals to school based interventions, Personal Education Targets (PETs) and referrals to outside agencies.

Data is analysed on a whole school basis by Behaviour Leader and is used to identify behaviour 'hot spots', monitor trends, consistency and performance against targets. Data analysis may also inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors half termly in order to support the evaluation of the impact of the policy.

### **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 perceived as rewarding poor behaviour with a 'day off' and this would 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 the school for marking. Parents/carers must also make sure that pupils will not be in a public place during an exclusion. From day 6 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 6 provision.

Reintegration interviews 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 and to plan any additional support which may be needed to ensure a pupil's successful readmission. 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 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 statements of SEN where other alternatives are sought).

#### 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's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

#### **Roles & Responsibilities**

All staff are responsible for positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their children. If behaviour continues to be poor, year group leaders and the Behaviour Leader may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring that there is a positive learning environment at Auriol.

#### **The role of Governors**

The Governing Body has provided a written statement of general behaviour principles to guide the headteacher. The governors support the Head Teacher in carrying out these principles. The Head Teacher must take into account any advice from the Governors when making decisions about matters of behaviour.

#### **Review and Evaluation**

Behaviour and Discipline – Version 2 – Review Autumn Term 2 2018

The success of this policy will be judged according to:

- ✓ the number of red card or 30 minute detention incidents
- ✓ 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

This policy will be reviewed during the Autumn term 2019. It will be amended following thorough discussion between all members of the school community taking in account the success criteria described above.

**Example Code of Conduct:**

**Children at Auriol Junior School will:**

- ✓ come to school and lessons on time
- ✓ be prepared, by doing homework and bringing all the books and items needed for work and play
- ✓ work as hard as they can and be proud of the work they produce
- ✓ work with others in their pair or group
- ✓ follow instructions
- ✓ speak politely and kindly to other children and adults
- ✓ listen to other children and adults
- ✓ speak honestly
- ✓ walk, on the left, inside school buildings
- ✓ speak quietly when walking inside the school
- ✓ take care of books and school equipment
- ✓ help to look after the school buildings and grounds
- ✓ only come into school at break and lunch times if they have permission

<b>Date approved by staff:</b>	Autumn Term 2 2017
<b>Date approved by the governing body:</b>	Autumn Term 2 2017
<b>Date to be reviewed:</b>	Autumn Term 2 2018
<b>Responsibility:</b>	Full Governing Body