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Behaviour Policy	Issued: October 2019
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Behaviour Policy

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At Alfred Street Junior School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and

to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we endeavour to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, beyond school and into the “real world”.

Alfred Street Junior School treats all children with unconditional respect and has high expectations for both adults’ and children’s learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support, which we will provide without diluting our expectations.

1. Policy Aims

Through our Behaviour regulation Policy we aim:

To maintain a caring, calm and welcoming community in which effective learning can take place; where there is mutual respect between members.

- To help children to develop a sense of worth, identity and achievement
- To foster positive caring attitudes towards everyone where achievements at all levels are valued.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop children’s resilience to situations
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- To ensure all children feel listened to
- To promote reflection, relationship building and problem solving
- To provide clear boundaries for unacceptable behaviour to ensure physical and emotional safety
- To ensure excellent behaviour for learning within the classroom
- To Safeguard and protect all members of our community
- To prevent all types of bullying

Praise, rewards, privileges, and positive role-modelling support the development of **self-discipline** and the capacity to make **positive choices**.

2. Policy Links

This policy links with the following documents:-

- Exclusion Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Positive Handling Policy
- Safeguarding and Child Protection Policy – in compiling this Policy the following Department for Education (DfE) documents have been consulted:

- Searching, Screening and Confiscation : Advice for Head Teachers and School Staff and Governing Bodies January 2018
- Behaviour and Discipline in Schools : Advice for Head Teachers and School Staff January 2016
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England : Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Keeping Children Safe in Education : Statutory Guidance for Schools and Colleges September 2019

Also this document from the Safer Working Consortium:

- Guidance for Safer Working Practice for those working with children and young people in Education settings May 2019.

3. Roles and Responsibilities.

Modelling, teaching and maintaining high expectations of behaviour is the responsibility of all staff. All teachers, teaching assistants and lunchtime staff, understand the importance of using an emotion coaching and restorative approach alongside upholding our clear expectations of behaviour. All staff support each other and show a consistent approach to our Values and expectations.

4. Approaches

At Alfred Street Junior School we believe it is important for everyone in school to follow the Alfo Way:

The Alfo Way

- * We will listen carefully
- * We will speak respectfully
- * We will follow instructions
- * We will work hard
- * We will look after things

5. Values

Our school Values are at the core of Alfred Street Juniors and are integrated into all aspects of school life, including lunchtimes and after school clubs. They form the acronym R.E.S.P.E.C.T



6. Rewarding positive behaviour

At Alfred Street Junior School, we believe that pupils should be recognised and rewarded for upholding our values and should be encouraged to behave well and work hard. We use a number of positive rewards to do so. Whilst our aim is that pupils should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

Children demonstrating any of our school's Values of will have their name put on the class recognition board. These will stay there for the week; in Friday's assembly the stones for the number of children's names on the recognition boards for each value will be added to the School Values jars.

Our other main reward system for achievement in school is the earning of 'Dojo' reward points. These are recorded electronically and a running total is kept. Children should earn one Dojo point for excellent pieces of work, for work they have tried particularly hard at or

for responses that warrant a reward. Children can also earn Dojo points for displaying the school's values (individually and as a whole class). Once children have collected 50 Dojos they will receive a certificate and when they earn 100, 250 or 350 they can choose a prize from the reward cabinet.

Each pupil will be allocated to a team (Leopards, Lions, Tigers and Panthers) when they start at the school. Their individual Dojo points also contribute to their Team total – when they receive a Dojo they also receive a Team point. Team point totals will be recorded on the electronic system for each class and will be collected and logged regularly by the 'Team Captains'. The weekly position of each Team will be announced in achievements assembly and will contribute to the running total displayed in the hall. The Team that has collected the most Team points at the end of a term will receive a team reward such as a non-uniform day.

In addition, children can also receive the following rewards:

- ✓ Non-verbal rewards such as a thumbs up sign or a smile
- ✓ Praise
- ✓ All staff have a selection of stickers and/or stamps. These are used to reward individual children. They are stuck into books or on the children themselves. Teachers may also use their own incentives such as raffles.
- ✓ Children can be sent to the Head teacher to share their good work.
- ✓ There will be a weekly achievement assembly where rewards from school and out of school are shared
- ✓ Each half term, selected children will receive an 'Alfo Award' for displaying the school's values. This will be presented to them in a 'special' assembly and parents and carers will be invited to attend.
- ✓ A 'Tidy Broom' competition takes place amongst the classes where the class that is deemed to be the 'tidiest' will be presented with the 'broom'.
- ✓ A reading cup is presented to the class that has the greatest reading total that week
- ✓ Individual reading rewards e.g. certificate, book mark, book, will be awarded once children have read a certain amount of times within the year
- ✓ Pupils are also selected on a 'Fab Friday' to show their work to the Head teacher. They will receive a Head teacher's Sticker and a 'Fab Friday' certificate in achievements assembly
- ✓ An attendance trophy is presented to the class that has the highest attendance each week and individual attendance certificates are given out termly
- ✓ At the end of the year, children with 100% attendance for the entire academic year will be entered into a prize drawer.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

7. Emotion coaching

We understand that all behaviour is a form of communication and children need to learn to understand and manage their emotions in order to self-regulate effectively for life not only in school but also in society.

Emotion Coaching is our whole school approach to teach children about their emotions and how to regulate them. This in turn leads to improved behaviour.

The four steps are:

- Recognising the child's feelings and empathising with them
- Labelling and validating the feelings
- Limit Setting – this includes stating that whilst we understand their emotions at the time, certain behaviours are still not acceptable. Hence upholding our high expectations.
- Problem Solving - this will be part of restorative practice and will include next steps.

Staff in school will always use the following distraction and de-escalation strategies to pre-empt situations.

7.1. *Distraction and de-escalation strategies*

- Remind pupils of previous successes
- Move children into a different position– use positive role models.
- Provide Take up time
- Consider differentiation, check their understanding of task/instruction
- Send a pupil with a message
- Humour
- Change conversation and engage
- Positive reinforcement: “Well done, XX and XX, I can see that you are...”
- Consider physical proximity – be near them/sit with pupils
- Praise them as soon as they do something right
- Use the classroom regulation station.

8. Restorative practice

As a school we believe in a restorative approach which promotes inclusion, pupil voice, relationship building and problem solving. It is about ‘restoring’ peace and harmony to a situation and making sure all sides understand what has happened and how it can be repaired. Restorative practice brings the children involved together and ensures all children are actively listened to; are treated fairly, and have an opportunity to reflect upon and take responsibility for their actions and devise a plan to repair. The approach fosters an awareness of how others have been affected by inappropriate behaviour. This is achieved by actively engaging the pupils in the process and through restorative questioning.

8.1. *Fair process:*

1. Engagement - involving all participants in the process
2. Explanation – shared understanding of incident
3. Expectation Clarity – clear vision for the future

8.2. *Restorative Questions:*

To respond to challenging/inappropriate behaviour:

- What happened from your point of view?
- What thoughts were going through your mind?
- Who has been affected and in what way?
- What needs to happen so things can move on?
- How can we work together to put things right?

To help those harmed by other actions:

- What did you think when you realised what had happened?

- How has this affected you and others?
- What do you think needs to happen to make things right

9. On-going preventative strategies

- Remind pupils of previous successes
- Move children into a different position – use positive role models
- Take up time
- Set a small achievable target
- Distraction
- Tactical ignoring
- Positive reinforcement: “Well done, XX and XX, I can see that you are....”
- Physical proximity – be near them/sit with pupils

In every community, including schools, there is a need for some form of consequence or next step in cases of unwanted behaviour. Serious cases of unwanted behaviour are rare in Alfred Street Junior School, but nevertheless, pupils, parents and staff need to know what sanctions are available to be used if needed.

Our Red behaviours are deemed unacceptable in school and in society.

Next Steps will include –loss of social time to carry out further emotion coaching, restorative practice or appropriate reflection. This would be all of morning play or some of lunch play. All children will have some time outside at lunchtime.

Red Behaviours include:

- Hitting/kicking/punching/biting/hurting others
- Physical aggression and intimidating behaviour
- Damaging property e.g. kicking walls, throwing chairs.
- Threatening other people
- Bullying/harassment
- Racist or prejudiced comments
- Stealing
- Inappropriate sexualised behaviour
- Peer abuse
- Sexting

10. Serious incidents

Records of bullying, racism and other serious inappropriate behaviour will be recorded where appropriate; and the Local Authority will be notified as required.

In certain circumstances advice may be sought from external agencies such as the police or social care and our Safeguarding Policy will be followed.

We may request payment from parents should school property be damaged or broken. Pupils will be expected to give either a verbal or written apology to the injured party.

We aim to resolve all behaviour incidents in line with our emotion coaching and attachment aware approach, however, on occasion, the severity of the incident, or frequency of the incidents, may warrant an exclusion. The use of exclusion is rare and comes into force only

in very serious circumstances. The following behaviours might warrant a fixed-term exclusion or even a permanent exclusion:

- Verbal or physical aggression towards staff
- Extreme aggression towards fellow pupils
- Possession of illegal substances or offensive weapons
- Deliberately damaging school property
- Racism and hate crimes
- Persistent bullying
- Not following adult instructions

Fixed Term exclusion: may last between 1 and 5 days and may be issued for bullying, racism, persistent disruptive behaviour, aggressive/violent behaviour. The pupil will not be allowed into school and will remain the responsibility of the parent/carer. Exclusions lasting for 6 days or more will require temporary alternative arrangements for schooling for the excluded pupil. Only the Head teacher can exclude a child. For more information on exclusion, see our Exclusion Policy.

Permanent exclusion: The decision to permanently exclude a pupil is a serious one and may be issued for:

- aggressive/violent behaviour,
- racism,
- bullying,
- assault to a member of staff or pupil,
- bringing drugs/weapons/inappropriate objects into school,
- peer on peer abuse and
- persistent failure to adhere to the school's behaviour expectations.

School may also feel a permanent exclusion is needed if due to a child's actions the school cannot keep the child or others safe or if a child's behaviour is having a persistent detrimental impact on their peers. A permanent exclusion will only be considered in extreme circumstances or if all other strategies and alternative measures have been exhausted. This is seen as a last resort. For more information on permanent exclusion, see our Exclusion Policy.

11. Break times and Lunchtimes

It is important that there is consistency, and that boundaries are reinforced by all adults. During lunchtimes and breaks, children should ask permission to go into the building and they will be given a permission card or band to indicate that permission has been granted. Children should not be given permission to be in a classroom unsupervised. Children should also be supervised in the cloakrooms at the beginning and end of break and at the end of the day.

12. Persistent inappropriate behaviour

If a child's behaviour continues to be of concern, the teacher should speak to the Head Teacher and liaise with the Inclusion Manager/Behaviour Support Assistant about the next steps. A meeting with parents should be set up.

Next Steps may include:

- Meeting with parents
- Having a personalised timetable
- Working in small groups to address their needs
- Having a reintegration plan
- Receiving pastoral interventions
- Having special arrangements during unstructured time.
- Meet and Greet at the start of the school day/unstructured times
- Work on a part-time timetable

13. Supporting pupils with additional needs

We recognise that behaviour can be affected by circumstances both at home and school, and that for some pupils, managing their feelings, behaviour and making good choices can be very difficult. We have high expectations of all our pupils, and staff will ensure that those children who may need additional help to understand and regulate their emotions leading to improved behaviour choices, are given appropriate support.

This will include:

- Discussion with the pupil about their behaviour
- Continued involvement from and liaison with parents/carers
- Work differentiated to match the pupil's needs
- Pastoral Interventions matched to their areas of difficulty

A pupil experiencing on-going problems may need further support. Through discussion with our SENDCO and /or Inclusion Manager, areas of difficulty will be identified through assessments – these will include Strengths and Difficulties Questionnaire and or a Boxall Profile Assessment. In some cases contact with external agencies will be made for further advice and support. This may lead to considering a place within our Nurture Group or exploring options for alternative provision. In consultation with parents, targets will be set and an appropriate plan put in place.

14. Behaviour displays and conversations in the classroom

- A behaviour display should be prominent within the classroom and must include:
 - ✓ Alfo Way Poster
 - ✓ Behaviour Board
 - ✓ Rewards Poster
 - ✓ Values Recognition Board
 - ✓ Red Behaviour Poster
 - ✓ Restorative Questions Prompt
- A visual timetable of the day should also be displayed at the front of the class
- Conversations should be positive and praise and rewards should be used frequently throughout the day e.g. well done X you are sitting perfectly
- Children should be spoken to respectfully and members of staff should always be a good role model in their conversations
- All children should feel listened to and that they have been treated fairly
- A child should never feel embarrassed and unwelcome in the class
- Adults should refrain from raising their voice

- Agreed strategies should be used for gaining attention and be reinforced e.g. raising hands, clapping rhythms
- De-escalation strategies should be used as soon as possible, in order to avoid behaviour escalating further. This may include moving a pupil, giving them a little job to do, humour, distraction etc.
- Some pupils may need calming down time before engaging in any conversations

15. Change of lesson/end of activity

Take time to acknowledge behaviour and help pupils be mindful of their behaviour:

- Expectations should be set
- All adults should reinforce orderly movement
- Use timers to decrease transition times

16. Leaving the classroom

- Adults must supervise in the cloakrooms
- Pupils should be lined up before leaving the room and leave as a class (unless children have to go the office/a club) e.g. for play, lunch and at the end of the day
- Teachers and support staff should accompany classes through the corridors and cloakrooms together to the designated place e.g. the playground– reinforcing orderly movement – calm and quiet walking.

17. Movement through school

- Pupils should move quietly through school walking in single file and keeping to the left hand side
- Pupils should be accompanied by an adult with an adult at the front and back of the line wherever possible.

18. Entering the classroom after lunch/play

- Pupils should line up and be accompanied into the building by adults.
- Children’s appearance should show they are ready to learn i.e. shirts tucked in, hats removed, outdoor clothing removed.

19. Communication and partnerships with parents/carers

We give high priority to clear communication within the school and to a positive partnership with parents/carers as these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern, it is important that adults are aware of those concerns, and of the steps, which are being taken in response. The class teacher has initial responsibility for the pupil’s welfare and progress; after attempts to

improve behaviour, the class teachers must communicate concerns with parents/carers and with the Inclusion Manager/ Head teacher, so that strategies can be discussed and agreed, in an attempt to prevent consequences that are more formal.

20. Screening and searching

Children are prohibited from bringing dangerous or offensive items onto the school grounds. Alfred Street Junior reserves the right to search or screen any child who a member of staff has reason to suspect to be carrying or bringing unauthorised or banned objects into school. This includes:

- Illegal drugs
- Alcohol
- Dangerous substances including aerosols
- Weapons and sharp objects
- Stolen items
- Tobacco and cigarette papers, matches, lighters
- Fireworks
- Any other item that could harm others physically or emotionally

Staff may request a child to empty their bags, pockets or they may search children's trays. This will be carried out in the presence of the child and wherever possible, another member of staff. Any items found will be confiscated, retained or disposed of and parents/carers will be informed. Some items may be passed onto the police.

21. Use of reasonable force and physical intervention

At Alfred Street Junior School, we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently at all times. For a very small number of children, the use of physical intervention may be needed to help them if they become aggressive, violent or unsafe. All incidents of physical intervention are recorded in the appropriate incident book.

All school staff have the right to intervene and use reasonable force in the following situations:

- To protect a pupil from harm
- If the behaviour of a pupil puts the safety of others at risk
- To prevent a pupil from absconding
- To prevent serious damage to property

Positive Handling Plans will be written in consultation with Parents/Carers. Positive handling and physical intervention is carried out in-line with the school 'Positive Handling Policy' and is logged. A 'Positive Handling Plan' will be in place for any child who has displayed unsafe behaviour or required physical intervention previously, and this may form part of the strategies identified on the provision map. All staff who may be required to undertake physical intervention will be sufficiently trained.

22. Allegations

Any allegation of misconduct made against a member of staff will be taken seriously and referred to the Head teacher. Pastoral support will be offered to any individual against whom an allegation is made; the matter will be kept strictly confidential. If the allegation is against the Head teacher, the Chair of Governors will be responsible for responding to 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 required to familiarise themselves with the Government guidance on Keeping Children Safe in Education September 2019 and the Staff Code of Conduct, in order to minimise the risk of allegations being made.

23. Behaviour outside the school gates

Pupils are expected to uphold the reputation of Alfred Street Junior whenever they are off site, including:

- an organised trip or related activity
- travelling to/from the school
- when wearing school uniform
- in some way identifiable as a pupil from Alfred Street Junior School.

Pupils may be subject to a consequence if their behaviour is hurtful or damaging to others (parents/carers, staff, peers or members of the public), affects the orderly running of the school, or brings the school into disrepute.

Whilst Alfred Street Juniors cannot be responsible for pupil behaviour when they are out of school, we will endeavour to investigate any incident which is reported to us. We will always cooperate with the police in any investigation of incidents which are thought to involve pupils from Alfred Street Junior School.