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| <b>Behaviour Policy</b>  | Issued: February 21        |
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| <b>APPROVAL BY</b>   | <b>STANDARDS COMMITTEE</b> |

# Behaviour Policy

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**At Alfred Street Junior School (ASJS), 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”.**

ASJS treats all children with unconditional respect and has high expectations for both adults’ and children’s learning and social behaviours. The 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.

For the purposes of this policy, reference to ‘parents’ includes all adults who have a caring responsibility for a child or children in the school. This may include parents, step-parents, grandparents and other relatives, foster carers and adoptive parents as well as other adults who have a legal responsibility for a child.

## 1. Policy Aims

**Through our Behaviour 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 ensure excellent behaviour for learning within the classroom
- To enable children to learn free from disruption
- To safeguard and protect all members of our community
- To ensure all members of ASJS feel safe
- To provide clear boundaries for unacceptable behaviour to ensure physical and emotional safety

- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- 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 develop children's resilience to situations
- Support all children to develop 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 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 [1]
- Anti-Bullying Policy [2]
- Peer on Peer Abuse Policy [3]
- Positive Handling Policy [4]
- Home School Agreement [5]
- Behaviour – Parents, Carers and Visitors Policy [6]
- Child Protection and Safeguarding Policy [7]

In compiling this policy the following Department for Education (DfE) documents have been consulted:

- Searching, Screening and Confiscation : Advice for Head teachers, school staff and governing bodies January 2018 [8]
- Behaviour and Discipline in Schools : Advice for Head teachers and School Staff January 2016 [9]
- Exclusion from Maintained Schools, Academies and pupil referral units in England : Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 [10]
- Keeping children safe in education 2020 [11]

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 [12]

## 3. Applicability

The policy is also based upon the following legal framework regarding teachers' powers (Behaviour and Discipline in Schools: Advice for Head teachers and School Staff January 2016 [13]):

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006 [14]).

- The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

## 4. 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.

### 4.1. School Community

It is Alfred Street Junior school's policy that all members of the school community will:

- Take responsibility for their own good behaviour and for the safety of others;
- Follow the Alfred Street rules (see [Alfo Way](#));
- Be familiar with rewards and sanctions;
- Not bring inappropriate objects or substances onto the school site;
- Not bring the school into disrepute.

### 4.2. Pupils

It is Alfred Street Junior school's policy that the pupils will also:

- Show respect and courtesy towards teachers and other staff and towards each other
- Sign the Home School Agreement

### 4.3. Teaching Staff

It is Alfred Street Junior school's policy that the Teaching Staff will **also**:

- Be proactive at managing and improving children's behaviour;
- Act as a role-model for pupils in their conduct and expectations;
- Have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction;
- Have the authority, in line with the Head teacher's guidance, to search pupils with their consent;
- Have the power, in line with the Head teacher's guidance, to use reasonable force to prevent pupils committing an offence, injuring themselves, or damaging property, and to maintain good order and discipline in the classroom.

### 4.4. Associate Staff

It is Alfred Street Junior school's policy that the Associate Staff (with responsibility for pupils) will **also**:

- Have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction;
- Have the authority, in line with the Head teacher's guidance, to search pupils with their consent;

- Have the power, in line with the Head teacher's guidance, to use reasonable force to prevent pupils committing an offence, injuring themselves, or damaging property, and to maintain good order and discipline in the classroom.

#### **4.5. Head teacher**

It is Alfred Street Junior school's policy that the Head teacher will:

- Create a culture of respect by supporting staff in their authority to discipline pupils and ensuring this happens consistently across the school;
- Decide the standard of behaviour expected of pupils at the school and how that standard will be achieved;
- Establish the school rules and any disciplinary penalties for breaking the rules and rewards for good behaviour;
- Have measures to encourage good behaviour amongst all pupils and to prevent all form of bullying;
- Act as a role-model for staff in their conduct and expectations in dealing with pupils and parents;
- Promote a school ethos that encourages all pupils to regulate their behaviour in all situations both in and out of school;
- Identify members of staff who will impose each level of sanction;
- Decide whether to exclude a pupil for a fixed period or to permanently exclude them, taking into account all circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community;
- Provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days;
- Ensure the provision of pastoral care for staff following allegations of abuse
- Have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items;
- Ensure that named staff are appropriately trained in the physical restraint of pupils;
- Will work with the Governing Body to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is subject of the allegation;
- Ensure that suspension is not used as an automatic response when an allegation has been reported;
- Take action against pupils who are found to have made malicious accusations against school staff;
- Ask parents to sign a parenting contract if they do not ensure that their child attends punctually and regularly;
- Make the final decision where there is a dispute between the school, pupil or parent;
- Publicise this behaviour policy, in writing, to all members of the school community at least once a year.

#### **4.6. Parents**

It is Alfred Street Junior school's policy that Parents will also:

- Encourage their children to show respect and support the school's authority to discipline pupils;
- Fulfil their legal duty to ensure their child (aged 7-11) receives a suitable full-time education either at a school or by making other suitable arrangements;
- Ensure they and their child / children adhere to the Home School Agreement;
- Ensure their child attends punctually and regularly;
- Have a clear role in making sure their child is well-behaved at school;
- Have the right to make representations to the Governing Body in the event of

- an exclusion;
- In all cases of permanent exclusion, have the additional right to appeal to an Independent Appeal Panel;
- Take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion;
- Ensure that their child attends the suitable full-time education provided by the Local Authority from the sixth day of permanent exclusion;
- Attend a reintegration meeting following any fixed period exclusion.

## 5. School Rules

At ASJS we believe it is important for everyone in school to follow the Alfo Way:

We also ask that children follow a Home School Agreement which they sign and agree to

### *The Alfo Way*

- \* We will listen carefully
- \* We will speak respectfully
- \* We will follow instructions
- \* We will work hard
- \* We will look after things
- \* We will be safe and make sure that our behaviour is not a danger to others

follow when they start their time at ASJS.

## 6. Values

Our school Values are at the core of ASJS 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



**esilience**



**mpathy**



**elf-awareness**



**assion**



**xcellence**



**ommunication**



**eamwork**

## 7. Rewarding positive behaviour

At ASJS, 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 will have their name put on the class recognition board. These will stay there for the week; in a weekly 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 child’s clothes. 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 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
- ✓ Each half-term, children with 100% attendance for the entire academic year will be entered into a prize draw.
- ✓ At the end of the year, children with 100% attendance and the children with the greatest number of Dojos will receive a special reward

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.

## 8. 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.

### **8.1. 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.

## **9. 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.

### **9.1. Fair process**

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

### **9.2. 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

## 10. 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

## 11. Discipline

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006 [14]).

- This also applies to all paid staff. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school, under the same circumstances as mentioned in this Behaviour Policy.
- Teachers have a specific legal power to impose detention outside of school hours.
- Teachers can search pupils and confiscate pupils’ property.

### 11.1. Poor Behaviour

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. In class, low-level disruption will not be accepted, and pupils will be removed for repeated disruption as outlined in the Sanctions section.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and a punishment must be proportionate.

In determining whether a punishment is reasonable, Section 91 of the Education and Inspections Act 2006 [14] says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school

staff will follow the schools' safeguarding policy. Consideration whether the continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

## 12. Sanctions

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 at ASJS, but nevertheless, pupils, parents and staff need to know what sanctions are available to be used if needed.

### 12.1. Red Behaviours

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
- Uploading photos and images of students to social media/networking sites

### 12.2. Low Level Disruption in Class

Low level disruption in class will not be tolerated as it has a negative impact on the learning of all pupils. If a pupil's behaviour is deemed disruptive (i.e. persistent shouting out, persistent arguing with a teacher, not settling in class, refusing to do work, persistently distracting others), they will be 'Asked' to stop the behaviour by the teacher. Should disruptive behaviour of any kind continue, the pupil will be 'Told' to stop the behaviour. If disruptive behaviour of any nature continues, the teacher will request a 'Removal' from the classroom. The pupil will then be removed and taken to the 'Ready to Learn' room for the duration of the lesson. If the pupil is removed twice in one day, they may remain in the 'Ready to Learn' room for the remainder of the day. If deemed necessary, an appropriate plan will be in place for those pupils with additional needs. See Behaviour Board in Appendix 1.

## 13. 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
- Persistently disruptive behaviour

### **13.1. Fixed Term Exclusion**

Exclusions are for more serious incidents and are recorded permanently on a pupil's record. They can only be issued by the Head teacher. Fixed Term Exclusion may be issued for:

- bullying,
- racism,
- persistent disruptive behaviour,
- aggressive/violent behaviour,
- unsafe behaviours and
- persistent failure to adhere to the school's behaviour expectations.

The pupil will not be allowed into school and will remain the responsibility of the parent. Exclusion can be for 1-20 days at the discretion of the Head teacher at any one time and for a total of 45 days during a single academic year. Work will be provided by the school for the period of the exclusion. If the length of the exclusion exceeds 5 days, the school will make alternative provision for the pupils to work in another establishment for the remainder of the exclusion. A re-integration meeting with the pupil, parent and Head teacher will take place before the pupil returns to school. On rare occasions, it will be appropriate for a Deputy Head teacher or Inclusion Manager to represent the Head teacher at the reintegration meeting. For more information on exclusion, see our Exclusion Policy.

### **13.2. 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 [1].

## 14. Persistent Inappropriate Behaviour

### 14.1. Detention

If a child is removed from class on several occasions or carries out several 'Red Behaviours,' in addition to their removal and reflection time, they will have an after school detention. These will run from 3.35-4.00pm Monday to Friday. During the after school detention, pupils will read the clear success criteria and be expected to complete the work/activity set.

Parents will be informed as soon as the detention has been sanctioned, if their child has been issued an after school detention. If there are exceptional circumstances where a pupil cannot attend a same-day detention, a discussion should be had with a member of the Senior Leadership Team. The School will have the final decision over rearranging detentions.

Teachers reserve the right to ask pupils to stay in at break or lunch time to catch up on incomplete work, or to access additional support. These sessions are not detentions but will be put in place from time to time to support pupil learning.

In the Education Act 2011 [15] the government removed the need for schools to provide parents with a minimum of 24 hours notice with regard to pupil detentions.

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 - see Appendix 2 and Appendix 3.

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
- Fixed Term exclusion for persistent breach of school behaviour expectations
- Loss of school privileges such as attending sporting events and Friends of Alfred Street School (FOASS) events
- Consideration as to whether their behaviours are safe for them to attend school clubs and trips

## 15. Expectations for an effective learning environment

### 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.

### Behaviour displays and conversations in the classroom

- A behaviour display should be prominent within the classroom and must include:
  - ✓ Alfie Way Poster
  - ✓ Behaviour Board
  - ✓ Rewards Poster
  - ✓ Values Recognition Board
  - ✓ Red Behaviour Poster
  - ✓ Disruptive 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

### 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

### 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.

### 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.

#### 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.

## 16. 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
- 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.

## 17. Communication and partnerships with parents

We give high priority to clear communication within the school and to a positive partnership with parents 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 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.

## 18. Screening and searching

Children are prohibited from bringing dangerous or offensive items onto the school grounds. ASJS 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 will be informed. Some items may be passed onto the police.

## 19. Use of reasonable force and physical intervention

At ASJS, 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. Positive handling and physical intervention is carried out in-line with the school's Positive Handling Policy [4] 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.

## 20. 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 2020 [11] and the Staff Code of Conduct, in order to minimise the risk of allegations being made.

## 21. Behaviour outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 [14] gives Head teachers

a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

Pupils are expected to uphold the reputation of ASJS 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 ASJS.

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

Whilst ASJS 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 ASJS.

## 22. References

- [1] Alfred Street Junior School, "Exclusion Policy," 2020.
- [2] Alfred Street Junior School, "Anti-Bullying Policy," 2019.
- [3] Alfred Street Junior School, "Peer on Peer Abuse Policy," 2019.
- [4] Alfred Street Junior School, "Positive Handling and Physical Intervention of Pupils Policy," 2020.
- [5] Alfred Street Junior School, "Home School Agreement," 2020.
- [6] Alfred Street Junior School, "Behaviour – Parents, Carers and Visitors Policy," 2020.
- [7] Alfred Street Junior School, "Child Protection and Safeguarding Policy," 2020.
- [8] GOV.UK, "Searching, Screening and Confiscation : Advice for headteachers, school staff and governing bodies," January 2018. [Online]. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf). [Accessed 19 February 2020].
- [9] GOV.UK, "Behaviour and discipline in schools," January 2016. [Online]. Available: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>. [Accessed 19 February 2020].
- [10] GOV.UK, "Exclusion from Maintained Schools, Academies and pupil referral units in England," September 2017. [Online]. Available: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf). [Accessed 18 February 2020].
- [11] gov.uk, "Keeping children safe in education," 1 September 2020. [Online]. Available: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>. [Accessed 5 January 2021].

- [12] Safer Recruitment Consortium, "Guidance for safer working practice for those working with children and young people in education settings May 2019," May 2019. [Online]. Available: <https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>. [Accessed 19 February 2020].
- [13] GOV.UK, "Guidance for school leaders and staff on developing a school behaviour policy, and a checklist of actions to take to encourage good behaviour," 4 January 2016. [Online]. Available: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>. [Accessed 18 February 2020].
- [14] legislation.gov.uk, "Education and Inspections Act 2006," 2006. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2006/40/contents>. [Accessed 18 February 2020].
- [15] legislation.gov.uk, "Education Act 2011," 2011. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>. [Accessed 18 February 2020].
- [16] Alfred Street Junior School, "Child Protection and Safeguarding Policy".
- [17] Alfred Street Junior School, "Online Safety Policy".
- [18] Alfred Street Junior School, "ICT Acceptable Use Policy".

## 23. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [16].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [17] and ICT Acceptable Use Policy [18]

All concerns must be reported to our Designated Safeguarding leads:

Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts

|   |   |
|---|---|
|    | <b>Treat Trip<br/>Alfo Award<br/>Fab Friday</b> |
|    | <b>Dojos &amp;<br/>Value Stones</b>             |
|   | <b>Asked</b>                                    |
|  | <b>Told</b>                                     |
|  | <b>Removed</b>                                  |
|  | <b>Removal &amp; Loss of<br/>Social Time</b>    |

## Appendix 2. Persistent Disruptive Behaviour Sanctions

|  |   |
|--|---|
| <b>Stage 1<br/>Removal</b>               | <ul style="list-style-type: none"> <li>➤ Child is removed immediately from class and sent to work in the isolation room for the remainder of the session. If a Teaching Assistant is available they should escort them to the Ready Room and stay with them until a member of the pastoral team is available. If there is no Teaching Assistant a member of the pastoral team is or member of Senior Leadership Team will collect them to take them to the Ready Room. Work should be sent.</li> <li>➤ In the Ready Room child should have emotion coaching /regulation until ready to engage</li> <li>➤ Restorative Conversation should take Place</li> <li>➤ Class work to be completed</li> <li>➤ At the end of the session they should be returned/collected (unless playtime)</li> <li>➤ Parents to be informed</li> </ul> |
| <b>2x Removal in 1 day</b>               | <ul style="list-style-type: none"> <li>➤ Remain in the Ready Room for the rest of the day</li> <li>➤ Class work to be completed where possible or behaviour booklet</li> <li>➤ Parents to be informed and called in for a meeting</li> </ul>  |
| <b>Stage 2<br/>3 x Removal incidents</b> | <ul style="list-style-type: none"> <li>➤ After school detention can be issued until 4pm supervised by a member of the Senior Leadership Team /BSA</li> <li>➤ Parents informed and ask to attend a meeting with a member of Senior Leadership Team</li> <li>➤ Not allowed to attend FOASS social events until behaviour improves</li> </ul>  |
| <b>Stage 3<br/>6 x Removal incidents</b> | <ul style="list-style-type: none"> <li>➤ Fixed Term Exclusion/Internal Exclusion can be issued by the Head teacher for persistent breach of school behaviour expectations</li> <li>➤ Loss of school enrichment to be considered e.g. clubs, sporting events, trips until behaviour improves</li> <li>➤ Boxall Profile to be carried out</li> <li>➤ Pastoral Interventions explored</li> </ul>   |
| <b>Stage 4<br/>9 plus removals</b>       | <ul style="list-style-type: none"> <li>➤ Consideration given as to whether a Permanent Exclusion is warranted</li> </ul>  |

## Appendix 3. Persistent Red Behaviour Sanctions

|  |   |
|--|---|
| <p><b>Stage 1</b><br/><b>Removal</b></p>               | <ul style="list-style-type: none"> <li>➤ Child is removed immediately from class and sent to work in the isolation room for the remainder of the session. If a Teaching Assistant is available they should escort them to the Ready Room and stay with them until a member of the pastoral team is available. If there is no Teaching Assistant a member of the pastoral team is or member of Senior Leadership Team will collect them to take them to the Ready Room. Work should be sent.</li> <li>➤ In the Ready Room child should have emotion coaching /regulation until ready to engage</li> <li>➤ Restorative Conversation should take Place</li> <li>➤ Class work to be completed</li> <li>➤ At the end of the session they should be returned/collected (unless playtime)</li> <li>➤ Parents to be informed</li> </ul> |
| <p><b>2x Removal in 1 day</b></p>                      | <ul style="list-style-type: none"> <li>➤ Remain in the Ready Room for the rest of the day</li> <li>➤ Class work to be completed where possible or behaviour booklet</li> <li>➤ Parents to be informed and called in for a meeting</li> </ul>  |
| <p><b>Stage 2</b><br/><b>3 x Removal incidents</b></p> | <ul style="list-style-type: none"> <li>➤ After school detention can be issued until 4pm supervised by Senior Leadership Team/Behaviour Support Assistant</li> <li>➤ Parents informed and ask to attend a meeting with a member of Senior Leadership Team</li> <li>➤ Not allowed to attend FOASS social events until behaviour improves</li> </ul>   |
| <p><b>Stage 3</b><br/><b>6 x Removal incidents</b></p> | <ul style="list-style-type: none"> <li>➤ Fixed Term Exclusion/Internal Exclusion can be issued by the Head teacher for persistent breach of school behaviour expectations</li> <li>➤ Loss of school enrichment to be considered e.g. clubs, sporting events, trips until behaviour improves</li> <li>➤ Boxall Profile to be carried out</li> <li>➤ Pastoral Interventions explored</li> </ul>   |
| <p><b>Stage 4</b><br/><b>9 plus removals</b></p>       | <ul style="list-style-type: none"> <li>➤ Consideration given as to whether a Permanent Exclusion is warranted</li> </ul>  |