Behaviour Policy
Ashley Junior School

Approved by:	Curriculum, Standards & Welfare Committee	Date: 15.01.2020
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Behaviour Policy at Ashley Junior School

It is a primary aim of Ashley Junior School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our core values of Aspiration, Responsibility, Respect and Resilience are integral to all our decision making.
 The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy consistently.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Staff Responsibility
Behaviour Management is the responsibility of all staff at Ashley Junior School.

Role of the Headteacher
It is the responsibility of the Headteacher to:
- implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher ensures that records are kept of all reported serious incidents of misbehaviour including bullying and racism
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher
- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and around the school. Pupils should be taught the skills to ensure their behaviour throughout the school day is appropriate.

- The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.
- The class teacher must be a role model for the children and treat each child fairly and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.
- If a child misbehaves repeatedly in class or around the school, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team.

The Role of Support Staff
- Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should take responsibility for managing inappropriate behaviour and inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers
- Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Senior Leadership Team.
- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Our school aims state:

At AJS we foster a culture that encourages and celebrates effort and achievement, supporting individuals to become independent and reflective thinkers. As part of a wider community, children and adults take pride, enjoy lifelong learning and are secure in an environment of mutual respect and fun.

Our policy for teaching and learning states that we believe children learn best when:

- **They feel happy, secure and valued**
- **They are motivated, stimulated and enthused**
- **They are confident and willing to take risks**
- **Their environment is conducive to learning**

It is then, a high priority for the school to create a learning environment in which all feel secure and comfortable. Our school code of conduct – The Golden Rules – is discussed and agreed on a regular basis.

- **We are gentle**
We use gentle hands and feet
- **We are kind and helpful**
We use kind words, are respectful and polite
- **We listen**
We look at the speaker and concentrate on what is being said
- **We are honest**
We tell the truth and admit when we have made mistakes
- **We work hard**
We know that it is through effort that we make progress
- **We look after property**
We use resources with care and respect.

The ethos of our school is reiterated through:
- Use of the Ashley Learning Powers and Growth Mindset
- Circle times in class
- PSHE
- Assemblies
- Modelled behaviour by adults and children
- Positive reinforcement of appropriate behaviours
- Contact with parents and children – especially when behaviour is good.

All staff have a responsibility to model the Golden Rules and reinforce them with children.

Teachers' Standards state,
A teacher must:
Manage behaviour effectively to ensure a good and safe learning environment.
- *Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.*

Where there are reasonable grounds, staff have the right to screen and search pupils for prohibited items. We adopt the advice in 'Searching, screening and confiscation: advice for Headteachers, School staff and Governing bodies (DfE 2014)

The school reserves the right to discipline children for inappropriate behaviour outside the school gates if:
- it affects the smooth running of the school
- contravenes expectations of behaviour and could adversely affect the reputation of the school
- poses a threat to another pupil or member of the public

It may, on occasion, be appropriate to notify the police if the behaviour is criminal or poses a serious threat to the public.

Staff do have the right to use 'reasonable force' in order to prevent children hurting themselves or others, damaging property or causing disorder. (Use of Reasonable Force: advice for headteachers, staff and governors. DfE 2013)

Principles for promoting positive behaviour

Teachers' Standards state:
A teacher must:
- *Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards positively*
- *Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them*
- *Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.*
- *Communicate effectively with parents with regard to pupils' achievements and well-being.*

- Accentuate the positive – praise and reward those who are doing things well rather than 'nagging' those who aren't
  - Give housepoints/stickers
  - Simple and direct - "What good sitting at this table"
  - Proximity praise – "Well done this table – you are listening well."
  - Private praise
  - Recognize the effort, care and perseverance
  - Combine verbal and non-verbal eg: smile and thumbs-up
- Be specific when using verbal praise eg: "Well done for sitting and listening well on the carpet."
- Emotions are contagious – consider the emotion/mood you are projecting – is it worth catching? Be aware of your own mood and reflect on your responses.
- Intervene early and at the appropriate level
  - Be aware of potential triggers for individuals – particularly transitions
  - Make sure responses are proportionate **(See 'Stages of a Crisis')**
- Set high expectations (whilst accounting for individual children's needs)
  - Be vigilant
  - Be consistent
  - Take responsibility in all areas of the school

(See Appendix 1: Expectations and Behaviour in School)
- Use positive language stating what you expect rather than what you don't want e.g.: Not "Don't run!" but, "Walk please."
- If things do not go well look at the antecedents. What was the catalyst for the behaviour? **(See 'Checklist for Initial Interventions)**
- Use the Golden Rules as a tool to enable children to reflect on their behaviour
- Use circle times to discuss and challenge inappropriate behaviour
- Use of 'Bubble Time' – allow children to meet with the LSA to share anxieties
- **Use de-escalation <u>not</u> confrontation (See 'Stages of a crisis')**
- Smile and show that you like them!

Rewards
- House points can be given for learning and behaviour. All members of staff have these at their disposal. The winning house each term has a mufti-day reward.

- Our Celebration Assembly highlights the achievements of children. This includes; High Flyers and the 'Friendly Fish' which is given for acts of kindness and generosity.
- Verbal encouragement
- Contact with parents – it is very important that good behaviour is highlighted. **(See celebratory postcard Appendix 3)**
- Playtime stickers are awarded for good play – staff should give specific praise when awarding these.

Sanctions

It is recognised that if adjustments are made to reduce barriers to learning, hard work and a positive attitude are the ingredients for success. If pupils are not displaying the appropriate learning behaviours there are a number of initial sanctions available. **(See Appendix 2: Ladder of Rewards and Sanctions)**.
These may include:
- Verbal/visual warning
- Loss of playtime
- Time in another classroom to consider behaviour
- Class teacher phone call or discussion with parent(s)
- SLT involvement which may include adjustments to timetables etc.
- Time out on the bench for reflection at play or lunchtimes.

Responses

Behaviour is driven by feelings and feelings are affected by experiences. Behaviour is a language and it is the challenge of staff to look beyond it to work out the message being communicated. The best chance of a positive outcome from a situation involving challenging behaviour comes when positive relationships are maintained and developed. Remember – **de-escalation not confrontation.**

People acquire habitual behaviours over time so change will not be instant. However, it can be achieved through consistency of approach and team work. In all our actions we must communicate a positive regard for the individual. It therefore helps to know:
- Their history
- Their level of understanding
- Their behaviour patterns
- Their characteristic ways of responding to authority, stress, rules, boundaries and support strategies.

When staff consider the behaviour of those they care for they should try to appreciate the feelings which may be driving the behaviour and look at removing the pressure rather than blaming the person. Remember, during a crisis situation the first person who needs to remain or regain calm is the member of staff. Staff should refer to the 'Ladder of Reward and Sanction' (Appendix 2).

If there is persistent, disruptive behaviour – particularly including 'low level' disruption like inappropriate talking, movement, tardiness, carelessness - consider the checklist

below in the first instance to see if there are interventions that could be applied that would reduce tension and help address the behaviours.
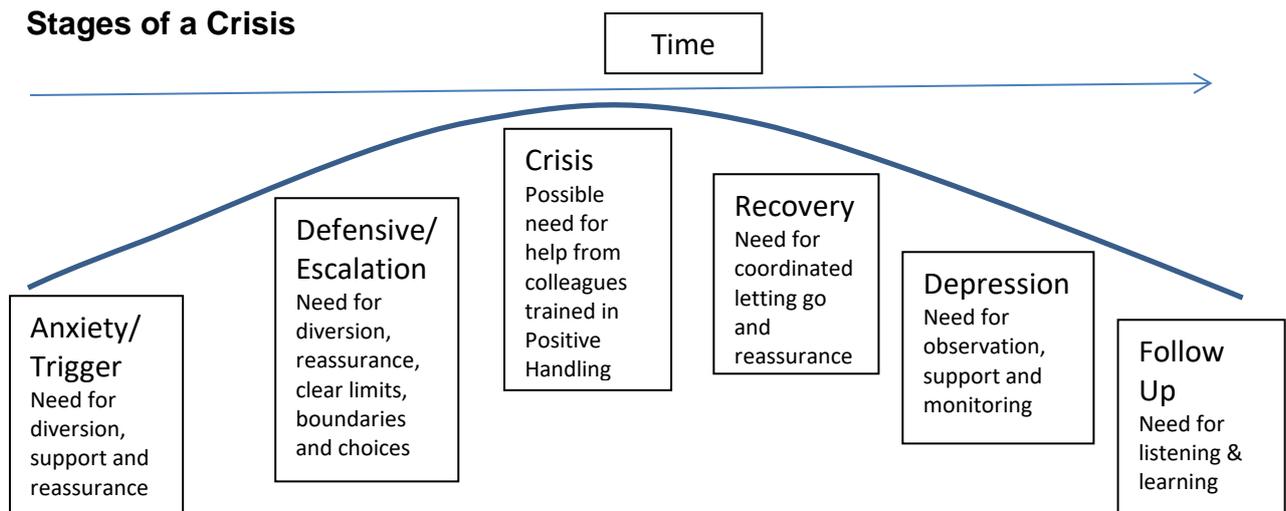
Checklist for Initial Interventions

Physical factors	Curriculum factors
• Room layout • Seating arrangements • Space • Lighting • Noise • Temperature • Ventilation • Access to materials • Appropriateness of equipment • Access to outside areas • Storage of belongings • Ease of movement in the room	• Task difficulty • Stimulus overload or deprivation • Interest level • Teaching method • Relevance • Variety of materials • Availability of attention • Communication style • Consistency between staff • Appropriate goals
Social factors	**Choice and structure**
• Expectations • Quality of relationships • Grouping arrangements • Time available for the child • Level of peer support	• Timetabling arrangements • Predictability • Transition times • Ability to exercise choice • Familiarity with routines • Preparation in advance for changes to routine • Opportunities for physical movement • References to golden rules/rights/responsibilities

It may be useful to discuss the checklist in partnership with the SENCO to support children who are persistently challenging with their behaviour. **If there are serious concerns this may lead to an Individual Behaviour Plan.**

'Behaviour Logs' must be kept up to date. For most children there will be nothing recorded as they behave consistently well. However, serious events/incidents must be logged. This provides an insight into time, day, possible triggers, responses and an evidence trail. There should be no shocks or surprises when reporting to parents or if parents contact senior staff regarding an on-going issue. Senior staff should be made aware of emerging and worrying patterns of behaviour.

It is important to react proportionately to incidents. This means staff being aware of their own feelings and supporting each other. The following graphic and table outlines the stages of a crisis and responses that are appropriate.

Stages of a Crisis

Stage 1	
Low Level Behaviours	**Low Level Positive Handling Responses**
- Child shows signs of anxiety - Hiding face in hands or bent over/under table - Pulling up collar - Rocking or tapping - Withdrawing from group - Refusing to speak or dismissive - Refusing to cooperate - Adopting defensive postures	- Read the body language - Read the behaviour - Intervene early - Communicate – 'Talk and I'll listen' - Use appropriate humour - Display calm body language - Talk low, slow and quietly - Offer reassurance – including positive physical prompts - Assess the situation - Divert and distract by introducing another activity or topic
Stage 2	
Medium Level Behaviours	**Medium Level Positive Handling Responses**
- Child begins to display higher tension - Belligerent and abusive	- Continue to use **Stage 1** de-escalation responses + - State desired behaviours clearly - Set clear enforceable limits

• Making personal and offensive remarks • Talking louder-higher-quicker • Adopting aggressive postures • Changes in eye contact • Pacing around • Breaking minor rules • Low level destruction • Picking up objects which could be used as weapons • Challenges – 'No, I won't'…'You can't make me'	• Offer alternatives and options • Offer clear choices • Give a get out with dignity • Assess the situation, consider making the environment safer and getting help

Stage 3	
High Level Behaviours	**High level Positive Handling Responses**
• Shouting and screaming • Crying • Damaging property • Moving towards danger • Fiddling with electrics • Climbing trees, roofs or out of windows • Tapping or threatening to break glass • Moving towards weapons • Picking up objects which can be used as weapons • Hurting self • Grabbing or threatening others • Hurting others – slapping, kicking, punching	• Continue to use **Stage 1 and 2** de-escalation responses • Make the environment safer • Move furniture and weapon objects • Ensure face, voice and posture are supportive not aggressive • Ensure staff trained in Positive Handling are present

Recovery	
Recovery Behaviours	**Recovery Positive Handling Responses**
• Can be confused with the anxiety stage • Child may sit quietly in a hunched position • They may revert to extreme violence without the previous build up	• Support and monitor • Touch may not be appropriate at this stage • Give space and time • Look for signs that the child is ready to talk *This is <u>not</u> the time to start discussing the behaviour or admonishing*

Depression	
• After a significant incident child can become depressed • They may not want to interact but need support and reassurance	

Post Incident Support	
• Support, reassure and monitor • Respond to any signs that the child wants to communicate	

• Show concern and care but <u>do not</u> attempt to resolve the disciplinary issues at this stage
Follow Up
• Listening and learning • Report, record, review and communicate • Follow up any disciplinary issues • Plan to avoid similar events in the future

If staff experience extreme behaviours, for example:
- Throwing furniture/objects
- Kicking
- Slapping
- Punching
- Biting
- Verbal abuse – including swearing

The follow-up will follow the pattern below:

- Discuss/de-brief with senior staff
- Member of staff completes a 'Why? Why?'
- Contact parents explaining the incident and response and arrange a meeting if necessary. (This may include the victim and the perpetrator)
- Adjustments will be planned where appropriate

On such occasions of extreme behaviours there will be consequences for the child. Any extreme behaviour will result in a verbal and written apology to the member of staff or pupil.

If behaviours are repeated then Senior Staff will arrange a meeting with parents and staff to consider next steps. On occasions there may need to be a risk assessment completed if children pose a health and safety risk.

There is an acceptance that children are different and have different needs which may result in a deviation from the normal procedure. For example, a child on the Autistic Spectrum may be taught new behaviour through a 'Social Story', and this may be the best course of action. After incidents of this nature, children will not be able to respond immediately (See Stages of a Crisis) and will need time to recover before they will be able to apologise and see how they could react differently next time.

Some children may meet the criteria for SEMH (Social, Emotional and Mental Health difficulties) on the SEND register where their behaviour impacts on and impedes progress in learning. Evidence would need to be collated (using ' Why? Why?, evidence of parental meetings, evidence that environment checklists are used effectively to reduce stress) and shared with the Senco before children are added to the Special Needs register.

We adopt the 'Multi-Element Model' for promoting positive behaviour in Individual Behaviour Plans. The model is based on the premise that all behaviour communicates a message and is an attempt to meet a need. ***This assumption***

applies even when young people are not deliberately trying to communicate messages, or when they are unaware of the messages that they are communicating. The model goes on to say that difficulties often arise because some children and young people choose unhelpful, or inappropriate ways to communicate their messages or to get their needs met.

Behaviour Communicates a Message

Ecological Change

Teaching New Skills

Reinforcement

Responsive Strategies
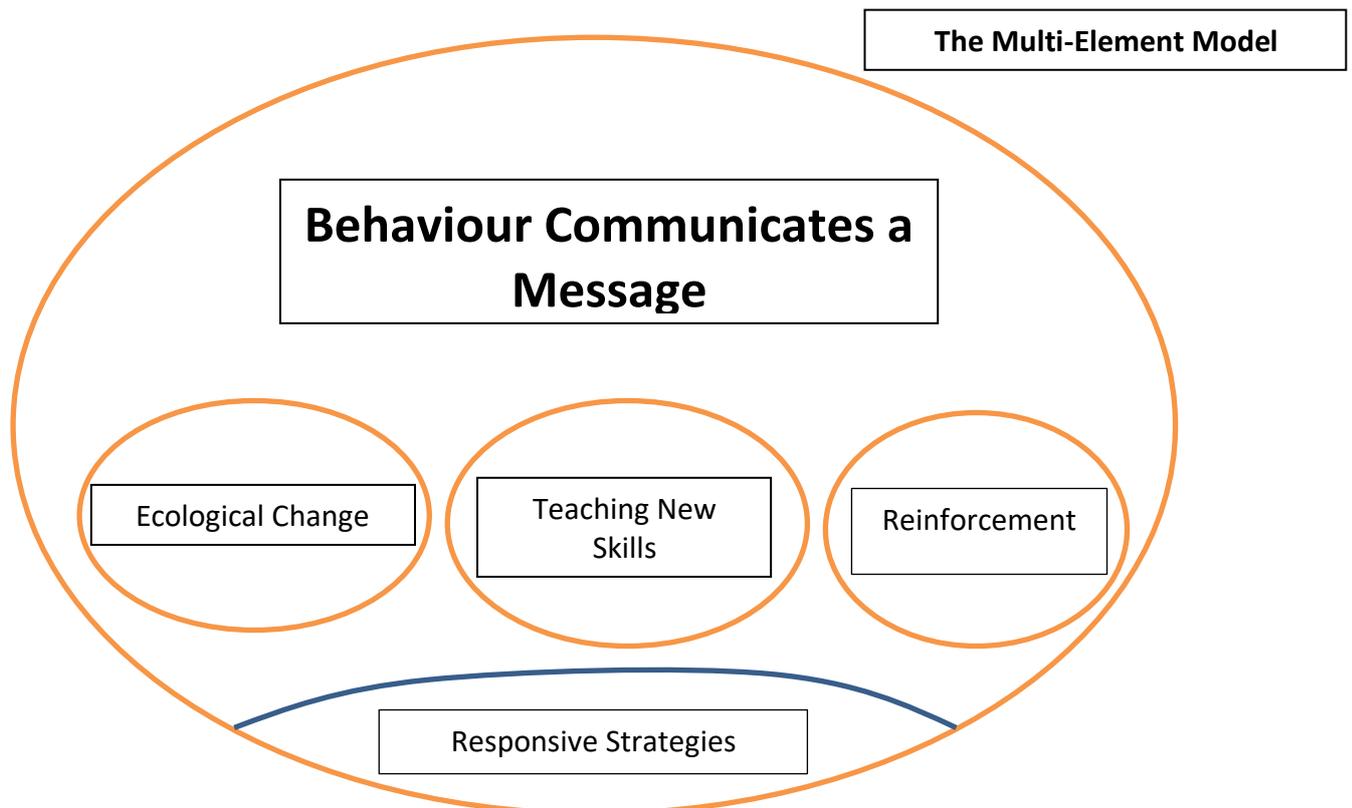
Ecological changes involve adaptations to the child's environment so that it better matches their needs.

Teaching new skills describes approaches and materials that will be used to help the child find alternative ways of communicating their needs, or of tolerating that their needs cannot be met immediately. *This is a vital element in changing behaviour.*

Reinforcement is based on an understanding that it is often harder to learn and demonstrate new behaviours than it is to go back to old habits. A well designed intervention will consider the payoffs for the child's current behaviours and then seek to make it more rewarding for the child to put effort into demonstrating the new skills identified in the teaching new skills section.

Responsive strategies describe the agreed ways of responding to the

challenging behaviours when they occur in order to prevent a difficult situation getting worse. While a child's inappropriate behaviour may have logical consequences, the multi-element model suggests that it may escalate a difficult situation to mention such consequences at the time of a developing crisis. Instead, they would be mentioned and applied once the child had regained sufficient control.

Only through a consistent and disciplined approach will we ensure that high standards of behaviour are the expectation and the norm. It is a collective responsibility to maintain high standards and follow policy to support challenging behaviour.

Appendix 1:
Expectations and Behaviour in School

Research has shown that a member of staffs' expectations, either low or high expectations, become a self-fulfilling prophecy. Staff belief around student potential is a powerful force for pupils.

High expectations must be met with high levels of support – high expectations without support to meet them will result in failure.

We expect the following:
- Orderly and quiet movement around the school
- Well-presented cloakroom areas
- Respectful and polite dialogue between children and adults
- Obedience to the 'Golden Rules'

Where these are not met, staff are expected to address the issues that are preventing them being met. This may be through circle time, practise, class/year group assemblies.

Movement around the school
Teachers will:
- Be in classrooms no later than 8.45am at the start of the day.
- Accompany children to the playground at break-time, lunchtime and the end of the school day.
- Be prompt on to the playground at the end of break-times.
- Upper School teachers will lead children from the lunch hall promptly at the start of the afternoon session.
- Lead the class to the classroom from the playground. There is an expectation that children will be silent when walking along the corridors in preparation for their learning. Year 6 monitors will be present to support this. Children should be ready for learning with shirts tucked in and looking tidy.
- Everybody walks on the left.
- Ensure that children are entering assemblies in silence and that seating arrangements are appropriate.

Cloakroom
- The cloakroom is an extension of the classroom and must be tidy.

- Children should be taught how to put coats on hangers and there should be sufficient hangers for each child.
- Untidy cloakrooms reflect badly on the school and are a potential health and safety hazard.
- Learning walks will focus on cloakrooms as part of the learning environment. This will include ensuring lunchbox trolleys are in the right place at the right time.

Respect

Encourage children to:

- Open doors for adults and each other and vice-versa – adults to open doors for children as this models respect and desired behaviour. (There is an expectation that we say 'Thank you' if this happens)
- Respond politely to adults and each other.
- Pick up litter.
- Keep their classrooms tidy.

All staff to:

- Speak respectfully to each other and children
- Smile at each other and children
- Say ;Hello', 'Good morning' etc. to each other and children
- Be positive about each other, valuing each other's strengths

Ladder of Rewards and Sanctions

Reminder of Procedures – For display in classrooms and other learning rooms

Ambassador, Learning Leader, Mentor, Monitor
Phone call home to celebrate behaviour
High Flyer of the Week
Share work/behaviour with members of staff
House Points & Learning Powers & playtime Stickers
Verbal Praise – adult and peer
Ready for Learning
Warning
Visual behaviour reminder
5 minutes loss of playtime
10 minutes loss of playtime
5 minutes in another classroom
Phone call home to parent/carer
SLT involvement including adjustments to timetables etc.