

Originally written in conjunction with the Infant School

This policy should be read in conjunction with the following policies/guidance:

- KCSIE 2022
- PSHE and Citizenship
- Anti-Bullying
- RSE,
- Safeguarding
- Confidentiality
- No Smoking
- Health & Safety
- Physical Activity Policies.

At Ashbrook, we believe that good self-discipline is the key to a good education. If the aims of the school is to be achieved then children, staff, parents and governors must all play their part. It is for the adults to encourage, support, listen, challenge, inspire and excite. It is necessary for children to listen, work hard, follow instructions, be friendly, show kindness and as they move through the schools develop a growing sense of responsibility. As a school, we take a holistic approach to dealing with behaviour.

The function of an effective behaviour policy is to provide clear guidance to children, parents, staff, and governors. It will reflect the values the schools wish to foster and the measures that will be taken if appropriate positive behaviour is not exercised.

Children behave best when they know very precisely what is expected of them and what the boundaries of acceptable behaviour are. If good behaviour is to be the norm throughout the school, then it is essential that guidelines be applied consistently by all.

We use the words – Ready, Respectful and Safe to guide the conduct around of all people within the school.

Aims for school behaviour discipline at Ashbrook Junior School

- To implement a whole schools behaviour policy supported and followed by the whole schools' communities, parents, staff, children and governors, based on a sense of community and shared values, working together as a TEAM so that Together Everyone Achieves More.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the schools' curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish *mis*behaviour by providing a range of positive rewards for children of all ages and abilities.
- To encourage children to develop an open mind about understanding of different cultures and beliefs.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Code of Conduct

- Children know that they need to be ready, respectful and safe
- All members of the schools' community are asked to respect each other and their property and take care of books, equipment and resources.

- Everyone is asked to be well-behaved, well-mannered and attentive.
- Children work on developing their 'Learning Powers' focusing on key skills to develop their personal skills, social skills, cognitive awareness, creativity, physical, health and fitness.
- Everyone will walk when moving around school down the left-hand side of the corridor. All staff are expected to model this behaviour
- Children to line up in alphabetical order (unless there is a need to move a certain child and the class know their position in the line) to come in in the morning, after play time, lunch time, to go to and from assembly and PE
- All children to know they walk to and from and around school during lesson times in silence or very quiet bus voices
- At playtimes the children follow the same rules and treat everyone with respect.

This code of conduct has been formulated with the safety and well-being of everyone in mind, and to enable the schools to function efficiently and creatively as a place of learning.

As a school, we aim not to 'shout at a child' but will

- Raise their voice in a firm manner - Give children a space to calm down;
- Reconnect with the child as soon as possible with lines such as... 'I've heard what you said...', 'It's not like you how can we avoid this happening again?' Language is key in reconnecting with the child;
- *Use restorative practice to support all involved in incidents;*
- Demonstrate that sharing is caring, show children they are respected by all and get them to share their work with a chosen adult;
- Ask how they would like their work/behaviour to be recognised;
- Send personal message of positivity to their parents/carers via Dojo – when they go the 'extra mile' not just for generally behaving and doing the right thing;
- Use the power of others to persuade;
- Encourage visits to HT for praise over their work;
- Where appropriate, use competitiveness to motivate;

Why do you get Dojo points?

- *For demonstrating that they are ready, respectful and safe*
- *For displaying positive behaviour*
- *For being kind and helpful*
- *For doing something exceptional*
- *For showing development within the Learning Powers*

Learning behaviours
observed

Positive learning behaviours are observed and support the development of Learning Powers

Dojo points are
earned –
parent/carers
notified via app

Individual child
with most Dojo
points in class
and colour gets a
dip in the
treasure chest
and
parents/carers
notified via the
newsletter

Team with
most Dojo
points over
half term gets
a Non uniform
day and
parents/carers
notified via the
newsletter

Rewarded in class by
verbal praise, clear
explanation of what has
been achieved

Visit HT to
share
work and
receive
HT sticker

Nominated in
the
Achievement
book on
Friday

HT Sticker in
assembly
and parents
notified via
newsletters

Hot
chocolate
on a
Friday
with HT in
the
staffroom

Midday
supervisors
nominate
for dojos
based on
the
Learning
Powers



Negative learning behaviours are observed and these do not support the development of Learning Powers and distract against them



Step 1

Quiet word with the child - A reminder of the 3 simple rules in school (ready, respectful, safe) delivered privately to the child. Repeat reminders if reasonable adjustments are made. Try to keep at this stage where possible.



Step 2

Caution the child - A clear verbal caution delivered privately wherever possible, making the children aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase 'Think carefully about your next step'.



Step 3

Last chance - Speak to the student privately and give them a final chance to engage. Offer a positive to do so and refer to script for examples. Attach a 'stay behind for two minutes' to this step. This cannot be removed, reduced or substituted. If persistent or occurs regular then a phone call home from class teacher is needed.



Step 4

Time out (in class) - Time out is a short time inside the classroom in a certain 'thinking space' to allow the child to calm down, breathe and look at the situation from a different perspective.



Step 5

Time out (in another class) - Time out is a short time in another classroom to complete a restorative type task allowing the child to calm down, breathe and look at the situation from a different perspective. If this occurs then a phone call home is needed.



Step 6

Sent to work in HT office – If the final step is necessary, the child will be sent to complete work in the HT office.

Behaviour folder

The Headteacher maintains a behaviour folder to record serious incidents or breaches of behaviour using either an ABC form or a serious incident form (and electronically on Scholar Pack).

Serious incidents may include -

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property;
- Loss, theft, or damage to property;
- Racist, homophobic, *sexual harassment/violence*, incidents (cross reference to bullying file) and *any incident involving any other inequality*.

Breaches of discipline may include -

- Verbal abuse
- Physical abuse
- *Sexual harassment/violence*
- *Bullying (including cyberbullying, prejudice based bullying and discriminatory bullying)*
- Assault
- Defiant refusal
- *Incidents where inequalities occur*

Any incident whereby a member of staff is physically assaulted will be recorded by a member of the SLT or Office Manager and the Trust will be informed via their online 'Violence Incidence Reporting form'.

Incidents or matters of a serious nature will always be recorded in both the Behaviour folder and on Scholar Pack.

Where bullying is confirmed to have occurred, this would constitute child-on-child abuse (see Safeguarding Policy) and would be recorded on the school's Safeguarding system (MyConcern). Incidents of bullying are rare because the school uses early intervention to respond to any identified issues.

Banned items

Some items are not to be brought onto any school premises and we (as all schools in the United Kingdom) reserve the right to search for the following items should we have reason to believe that they have been brought onto the site. These items include: anything which could be used as a weapon (e.g. a knife); alcohol; illegal drugs; stolen goods; tobacco products; pornographic images; fireworks; anything else which has been or could be used to commit an offence; and any other banned items.

Mobile phones should not be brought into school wherever possible. We understand that there may be times where this cannot be avoided. In this instance, they should be handed in to the school office and not collected until 3:25pm. Should a mobile phone be brought into school and not handed in, we reserve the right to confiscate this until it can be collected by a parent/ carer.

Due to trends and changes, there may be times where items not recorded in this policy need to be banned in order to maintain the safety of children and staff on site or to enable the school to have an effective learning environment. If this is the case, we will clearly communicate this with

parents/carers and children.

Staff induction and support

As new staff join the school, the induction process includes work around this Behaviour Policy. Staff are also given the opportunity to observe the policy in action through observations of other teachers.

Transition

When children join our school, the class teacher will talk with them regarding the policy, the school rules and how to earn rewards. Ashbrook Junior School also works closely with local secondary schools to develop Year 6 children's awareness of secondary behaviour systems and to prepare children for these prior to transition.

Policy Development and Review

This policy document was produced in consultation with the whole school community. This includes pupils, parents, school staff and governors. It will be reviewed on a yearly basis or when and if KSCIE is updated.

Appendix 1

Lunchtime Supervision

At lunchtime supervision is carried out by the Midday Supervisors who are an integral part of our Team and we expect the children to treat them as they do all members of staff in a respectful and safe manner. The Senior Midday Supervisor will refer to the Headteacher when necessary. The Midday Supervisors will maintain the positive environment and atmosphere.

At lunchtimes, Mid-Day Supervisors will follow the system as outlined below for behaviour management.

Rewards:

- Mid-day supervisors can reward children for good behaviour by giving dojos and informing the class teacher of these. Where possible, link these to the Learning Powers on display in the classrooms and by the School Hall.
- Mid-day supervisors should also give positive praise for behaviour wherever possible and could also give stickers to give immediate reinforcement where necessary.

Sanctions:

All Mid-Day Supervisors follow the following steps in order to develop a consistent approach.

1) Warning

A verbal warning is given to the child. The adult should approach the child so that she is next to the child (where possible) and speaking calmly. The child should be told that they have been given a warning and they should stop the behaviour straight away. Refer to the behaviour, rather than the child when speaking, e.g. *James, your behaviour is upsetting John. You need to stop taking the ball away from him. This is a warning.*

2) Yellow Card

If the behaviour continues after a verbal warning has been given, a yellow card will be given to the child. They will be told that they must come inside for 5 minutes to stand outside the staffroom. At the end of the five minutes, they will be told that they are allowed to come back onto the playground. The adult will make sure that they monitor the time and the child will not be standing there for longer than five minutes. At this time, they must take the yellow card back to the adult who gave it to them and they should apologise for their behaviour.

3) Red Card

If the behaviour continues after a yellow card has been given, a red card will be given to the child. At this point, the child will have to see the Headteacher or Deputy. They should bring the red card with them and hand over the card. At this point, the Headteacher will decide on further sanctions, such as an indoor room pass or a meeting with parents. Any red cards given will be recorded by the Headteacher in the Behaviour file. Regular Red Cards will result in a meeting with Parents/ Carers.

Appendix 2

Examples of alternative support

If there is a need for other sanctions then the following may be used, depending on each child's needs:

- Individual programmes of work such as anger management work, controlling your feelings.
- Discussion in groups or whole class using the school's PSHE programme or additional discussions/ work as necessary
- *Social Learning* programme - setting targets.
- Behaviour Report/passport

Parents will be involved at the earliest possible stage, if problems are persistent or recurring then other professional may also become involved e.g. school nurse, Behaviour Support Teacher, Educational Psychologist, CAMHS, Community paediatrician etc.

1. **Whole School Approach**

PSHE Discussions and debates

This is based on the principle of everybody listening to one another and having a voice. It is a continuous process of meetings at which relationships and the organisation of school can be discussed. Games and exercises allow children to experience positive relationships, foster a feeling of the class as a community and establish a safe place in which other activities can occur.

Occasionally, smaller group times can be more purposeful, to build the child's confidence, enabling them to join a whole class group.

2. **Group Interventions**

Language development

Some children will lack vocabulary and language abilities that enable them to participate fully in the life of the classroom. They may need to follow a planned programme of Speech and Language therapy to help them overcome these difficulties. These programmes will be delivered in a group if appropriate, but may also be delivered in one-to-one sessions.

Confidence/self-esteem

Some children lack self-esteem and may be daunted by anything new. Small group sessions with a Teaching Assistant can provide opportunities to build confidence and to develop self-awareness and emotional intelligence.

Lack of social skills

Some children lack basic social/play skills which are highly important when trying to establish relationships with others. Small group sessions with a Teaching Assistant can help develop such skills. Sessions can include developing skills in role play, small world, construction and game playing.

Developing feelings

Some children find controlling their emotions very difficult and require greater support than weekly whole circle times. A Teaching Assistant can provide small group sessions that can enable children to recognise and deal with their emotions more appropriately. Such sessions are useful for dealing with issues as they arrive.

3. **Individual Interventions**

During their time at Ashbrook Junior School, children may occasionally require individual intervention. Often these children have specific programmes provided for them from outside agencies (i.e. speech therapists). A Teaching Assistant who is confident and has a good knowledge of their programme will be able to provide such intervention.

Curriculum support

Some children may need additional support with their work. This might involve pre-teaching activities to build confidence, additional support or prompts to help with the work or in some cases, alternative activities. Teaching Assistants are deployed to support children for small group work and the class teacher will also support individuals and groups with this work.

4. Parent Interventions

Occasionally support may be required for parents of children who are experiencing difficulties. Parents may self-refer or be referred (by School) to the Early Help Team who will assess need and provide support in a number of ways – e.g. family support worker, educational welfare support etc. The aim of the MAT is to support parents and families to ensure positive outcomes. School also has a Family Resource Worker who is able to offer support and also signpost support to other agencies.

5. Outside agencies

At times it may be necessary to ask for further support from outside our school. Advice may be sought from the following agencies or any other agencies who can offer support: CAMHS; Behaviour Support; SSEN; Educational Psychology; Speech and Language Therapy and Autism Outreach Service.

In all cases when intervention is necessary children and parents must be fully informed about the intervention that is in place and how it will be supported. Further details regarding support for SEND is available as part of our SEND information report at <https://www.ashbrook-jun.derbyshire.sch.uk/send/>

Appendix 3

How parents/carers and other adults can support positive behaviour

You can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- Reading the 'Home School Agreement' booklet with their child, signing it in the appropriate place and returning it to school promptly.
- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Demonstrate they are respectful when speaking to adults within the school.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that effective learning and teaching cannot take place without the right behaviour.
- Remembering that staff deal with behaviour problems patiently and positively.
- Knowing that if adults are modelling aggressive behaviour then there is a chance that children will copy such behaviour, as is the case when adults show a calming approach.
- Support our ready, respectful and safe positive behaviour policy

Appendix 4

Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, verbal abuse, refusal to work and disruptive behaviour in class or leaving the school premises without permission. **These will not be tolerated.**

This type of behaviour is rare and it is the responsibility of the Headteacher who will deal with it severely, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage - each stage is recorded:

Procedures for Dealing with Major Breaches of Discipline

- A verbal warning by the Headteacher as to future conduct.
- Withdrawal from the classroom for the rest of the day (an internal exclusion – Parents informed)
- A phone call or letter to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- If problems persist a behaviour contract and Individual Behaviour Plan will be drawn up between the child, parent and school,
- If the problem is severe or recurring then exclusion procedures are implemented and the Governing Body *and Provision Panel (Transform Trust) are informed*. The exclusion is called fixed term exclusion.
- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the *Provision Panel*.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away. **Exclusion must always be recorded *and Transform Trust and the Chair of Governors informed.***

Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, then appropriate physical restraint may be necessary. (Cross reference to Positive Handling Guidance)

All staff should be familiar with the Positive Handling Guidance and the guidelines in the Safer Working Practices document which all staff have copies of.

The child should be removed from the situation as soon as possible and taken to the Headteacher or Deputy Headteacher who will take immediate action to involve parents.

An entry should be recorded on Scholar Pack under 'conduct' and the situation discussed with the Headteacher and SENCO.

The Headteacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include, using a book to record all incidents involving an

individual pupil, the involvement of other agencies - social services, educational psychologist, behaviour support team etc, a risk assessment being put in place to ensure that everyone is safe.

Appendix 5

Supporting children who need some additional help with their behaviour.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. Occasionally children with Special Educational Needs and Disabilities (SEND) have targets in their Inclusion Passports that deal with behaviour. These will need to be taken into consideration when dealing with individual children. If deemed necessary a child will be given an Individual Behaviour Plan

Alongside our whole school approach to positive behaviour, early intervention may need to be applied.

Even in schools that provide a calm, supportive environment, there may be children that do not flourish. Some children are unable to learn due to personal, social and health reasons, and e.g.

- unable to cope with or respond to instructions
- attention seeking
- anxious and worried
- find communicating difficult
- unable to concentrate
- aggressive
- afraid to attempt new things

Children displaying such behaviour may benefit from early intervention. The intervention programmes we offer at school are aimed to support such children. They involve a variety of whole school, group and individual interventions. Intervention for parents may also be provided or signposting to other support.