Airedale Infant School
'Ambition - Bravery - Respect'

Behaviour and Discipline Policy
September 2020

Contents

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how pupils are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools should publish their behaviour policy online

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Introduction

At Airedale Infant School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

This document sets out our approach to improving the **engagement** of children and their **progression** to ensure improved Learning and Teaching leading to the raising of standards, in a safe environment, free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our school community related to Teaching and Learning, Behaviour for Learning, and Restorative practise.

This policy will be reviewed- at least- annually by all members of the school community including our pupils.

The school behaviour policy must be understood by all members of the school community.

Our school is characterised by:

Absolute **clarity** and **consistency** about expected standards of pupils' behaviour. Clear **boundaries** and **routines**.

Success and achievement for our pupils, whatever their starting point. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback, help to keep the children interested and on task which help to avoid the disaffection which can lie at the root of poor behaviour.

Our school and our classrooms need to reflect a real sense of belonging, a sense of identity through mutual support, hierarchy and rules. We have clear systems of sanctions and rewards which are consistently and fairly applied.

Positive and specific praise for good behaviour and celebration of successes. Praise and rewards need, as far as possible, to be immediate. Children live in the short term; the here and now.

Maximum use of parallel praise; praise the behaviour we want to see more of; praise the children who are doing the right thing rather than criticising those who are doing the wrong thing.

The principles of PIP and RIP. Praise in Public; Reprimand in Private. (where appropriate)

A commitment to giving maximum feedback to parents on children's successes and good behaviour.

Children to recognise the key principle that all behaviour has both positive and negative consequences and that staff will support them to make the appropriate choices

A recognition by the whole school community **that intelligence is not set;** hard work and good teaching will have a profound effect on attainment, in an environment free from disruption by others.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- A negative attitude to learning, support or towards adults and other children

- Refusal to complete work set

- Speaking inappropriately to others

- Not following reasonable instructions at the first time of asking

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Verbal or physical assault towards children or adults

- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

    o Knives or weapons

    o Alcohol

    o Illegal drugs

    o Stolen items

    o Tobacco and cigarette papers

    o Fireworks

    o Pornographic images

    o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 Governance

The Academy Council is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing and approving this behaviour policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly

- Modelling positive behaviour in the building and beyond

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Seeking support from the senior leadership team and/or SENDco should there be more than three recorded incidents

- Recording behaviour incidents – these are stored on the staff shared drive

The senior leadership team will always support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Praise children for positive behaviour and celebrate their successes

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly and in person

- When necessary, meet with members of the senior leadership team

Whole School Rules

Our whole-school 'Golden Rules' are as follows:

- We do our best in all our work and play.
- We are friendly and polite.
- We keep ourselves safe.
- We look after our school.
- We speak quietly and listen carefully to each other.

These are displayed in each classroom from Nursery to Year 2.

Our Whole School Strategy

Across school from Nursery to Year 2 we operate the Sun and Cloud behaviour system. Each day, every child begins positively with all names on the sun. If during the day there is an incident or behaviour which is inappropriate and against our agreements, the child may then be asked to place their name upon the various staged clouds.

In Nursery there are 2 clouds.
1. A warning cloud with the opportunity to make the right choice and place name back on the Sun.
2. Place name on cloud and miss 3 minutes of indoor or outdoor activity time.

In main school there are 4 clouds.

Yellow Cloud

A child has stopped working and not engaging and is interfering with other children's learning Child's name is moved to yellow Cloud, consequence conversation with the teacher. These incidents are handled by the class teacher.

Orange Cloud

The same child has another incident and their behaviour does not improve Move to sit alone or near an adult (TA) (Loss of 10 minutes break time to complete work/Thinking Sheet). These incidents should be handled by the class teacher. Refusal leads to immediate move to Stage 3

Red Cloud

Remove child to another class within year group, missed lunch time with a member of SLT. Provide child with reading book or other task. Move back to class for next lesson. Behaviour incident report completed and handed to the office to be entered onto 'Integris system'. Teacher to contact parents on the same day. If several red incidents occur within a short period of time (A week) Parents will be asked to come into school.

Blue Cloud

Used for any serious or significant incident and should always be referred to the HT or DHT ASAP. Child will be isolated from rest of school lessons. Loss of privileges. Behaviour log to be completed and handed to the office to be inputted onto 'Integris' and immediate parental contact. Ultimate possibility of exclusion.

This strategy is consistent across school and all children know and understand the system. For the vast majority of our pupils, names stay on the Sun at all times. On the occasions when the clouds have to be used, children understand the consequences and know that they will then return to a positive starting point.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise- verbal, immediate and often

- Class Dojo- an electronic reward system used by all staff where children and classes can accumulate points to exchange for prizes

- Stickers for achievement in learning

- Text messages, postcards and telephone calls home

- Praise via the website, social media pages or APP

- Class certificate- handed out weekly (to one winner per class) in assembly

- Stickers from the Head Teacher or Deputy Head Teacher

- Special responsibilities/privileges- School Council, Eco-Council, Administration Support, Class Monitors.

Where there is repeated or persistent misbehaviour the following steps will be taken:
- Speak to the child.
- Strategies formulated for improvement.
- Time out from current activity – sun and cloud system
- Take away privileges – sun and cloud system
- Involvement of a member of SLT
- Informal contact made with parents.
- Formal meeting with parents.
- Following discussions with parents a behaviour record book may be used to monitor improvement.
- Involvement of external professionals if concerns are severe.
- Fixed term exclusion from school would be considered when all other strategies have been exhausted, or when a pupil's behaviour is a danger to themselves or others. The length of exclusion would relate to the individual circumstances.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.
Please refer to our safeguarding policy for more information on responding to allegations of abuse.
The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the class contract and the behaviour chart

- Develop a positive relationship with pupils, which may include:

    o Greeting pupils in the morning/at the start of lessons

    o Establishing clear routines

    o Communicating expectations of behaviour in ways other than verbally

    o Highlighting and promoting good behaviour

    o Concluding the day positively and starting the next day afresh

    o Having a plan for dealing with low-level disruption

    o Using positive reinforcement

8.2 Physical restraint

Details of our school's approach to preventing and addressing exclusion are set out in our Exclusions Policy.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder and/or refusing support to co-regulate/self-regulate

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to <u>parents</u> after discussion with senior leaders if appropriate.

Searching and screening pupils is conducted in line with the DfE's <u>latest guidance on searching, screening and confiscation</u>.

8.4   Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Airedale Junior School also recognises that sometimes children behave in response to trauma- either; identified, primary or secondary. A child, in order to feel safe at school, needs to know that they can approach any member of staff and receive the same response. This response is agreed upon and practised by staff; documented within the safeguarding policy.

We:

- Assume complexity, approaching with empathy
- Are committed to building trust and relationships. We can never stop working on this. For students and families living with prior and ongoing trauma, each day can bring a new struggle, and school can provide a sanctuary
- Connect with the whole family
- Recognise behaviour as a symptom of the problem, not the problem. This is not to say that violence or breaches of safety do not incur serious consequences, but that the consequences include a depth of investigation and a great deal of support
- Support children to build the skills that are a struggle for them, and include them in the process
- Connect with external agencies, because school can't do it all!

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation." (*Bruce Perry, PhD, MD, researcher & child psychiatrist*)

To support pupils who may experience trauma or have experienced trauma we:
- Have a predictable environment with clear expectations for behaviour and have structure during the class day
- Establish a quiet, safe place in the classroom for students to go when they are feeling overwhelmed – it is a comfortable space away from others, with comfortable furniture.
- Practice active listening with students and demonstrate empathy, 10:1 (Ratio of positive to negative statements for traumatised children) active ignoring of negative behaviour, consistent expectations and behaviour plans that are based on rewards systems, not punishment and collaborative problem-solving with students.
- Think of ways to reach out to parents/caregivers that involves them in the educational process, deepen our understanding about the community the student lives in and available resources for the student and family.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Training is updated regularly and the behaviour policy and practices are reviewed at least annually.

Behaviour management will also form part of continuing professional development and is minuted where necessary in staff meetings and briefings

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and Academy Council at least annually. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Academy Council annually

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- SEND policy
- Use of reasonable force policy

Reviewed June 2020

To review June 2021