



Behaviour Policy

Agreed by governing body – 9/11/21

Compassion
Forgiveness
Friendship
Trust

Ackworth Howard Church of England (VC) Junior and Infant School

Rationale

Ackworth Howard CE School's vision for our children is rooted in Christian belief and principles for developing the mind, body and spirit. It is a primary aim of our school that every member of the school community feels valued and respected for their own uniqueness, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, compassion, forgiveness and friendship. At Ackworth Howard CE Primary School, we want our behaviour policy to ensure that our children grow into ethically conscious, considerate and independent learners who acquire skills and knowledge through the development of confidence and positive self-esteem. We want them to act upon a personal set of well-founded values and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

Aims:

We aim to:

- Provide a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe, welcome and secure.
- Have a consistent and positive approach to behaviour throughout the school by providing clear boundaries and modelling appropriate behaviour.
- Encourage self-discipline so that each child learns to accept responsibility for their own behaviour.
- Ensure that every member of the school community behaves in a considerate, co-operative way towards others reflecting the ethos of our Christian values.
- Help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage our children to co-operate with one another and with adults in the school.
- Create a positive climate with realistic expectation.
- Provide additional and different behaviour support and guidance for pupils with specific needs.
- Work alongside parents to encourage our children to develop their mind, body and spirit in preparation for living life in all its fullness.

How we will achieve our aims:

- We will provide a caring community whose values are built upon mutual trust and respect for all, where children and adults have access to support and advice where needed.
- We will establish clear rules and boundaries. We will have a clear set of rights, expectations and routines for all members of the school community. Additionally, each class will agree and display its own rules. Playground rules will be agreed. The whole school will utilize the 'Trackit Lights' application to promote and reward positive behaviours.
- We will ensure that all children understand the rewards and consequences. Wherever possible, a problem solving approach will be adopted by children and adults to resolve differences. Consequences may still need to be enforced but the decision is shared and explained.
- The adults in school have an important responsibility to model high standards of behaviour in their dealings with children and with each other as their example has an important influence on the children.
- Adults will encourage the reflection of the 'Golden Rule' when dealing with incidents of negative behaviour:

"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."

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Rights and Responsibilities:

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be supported by peers and senior leaders. • To be listened to. • To share opinions. • To be treated courteously by all others in the school community. • To be made fully aware of the schools systems/policies/expectations. • To receive appropriate training to increase skills in behaviour management. 	<ul style="list-style-type: none"> • To safeguard all children. • To ask for support when needed. • To offer support to colleagues and leaders. • To listen to others. • To give opinion in a constructive manner. • To model courteous behaviour. • To recognise and acknowledge positive behaviour in others. • To seek information and use lines of communication. • To support others developing their skills in promoting positive behaviour and good attendance. • To acknowledge areas of own behaviour management skills which could be developed. • To try new approaches. • To adopt the practises illustrated in the Young People's Safeguarding Charter.

Children	
Rights	Responsibilities
<ul style="list-style-type: none"> • To be treated with respect. • To be kept safe. • To learn. • To make mistakes. • To be listened to. • To be independent. • To be valued. • To be taken seriously. 	<ul style="list-style-type: none"> • To behave respectfully to others. • To behave in a way which keeps self and others safe. • To attend school regularly. • To be willing to learn. • To allow others to learn. • To learn from our own mistakes. • To allow others to make mistakes. • To give opinions in a constructive manner. • To listen to others. • To act in a trustworthy way.

Roles:

Governors are responsible for:

- Supporting the school to provide a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may support the headteacher on particular disciplinary issues.

It is the responsibility of the headteacher, under the School Standard and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

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All staff are responsible for:

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents/carers informed of behaviour issues as they arise.
- Keeping records of all reported serious incidents of misbehaviour.
- 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.

Parents/carers are responsible for:

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.
- Supporting their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- Supporting the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of the School Council:

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The School Council will be involved in:

- determining this policy with the Governing Body.
- discussing improvements to this policy during the school year.
- devising school rules and sanctions.
- reviewing the effectiveness of this policy with the Governing Body.

As adults, we have a vital part to play as role models.

We do this through:

- demonstrating good manners,
- modelling positive behaviour in relationships with adults and children including our Christian Values,
- teaching appropriate behaviour and giving positive feedback when pupils are behaving well,
- showing respect for every child as an individual,
- making every child feel valued,
- not accepting bullying or anti-social behaviour in school, on any level, at any time,
- being aware of vulnerable children,
- being seen to be fair and consistent,
- responding quietly, calmly, consistently and positively,
- criticising the behaviour not the child,

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- avoiding labelling,
- listening with empathy and tact,
- handling confidential information with sensitivity,
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective,
- having an awareness of our appearance and demeanour and the messages they give.

We have produced a home school agreement in order to formalise this agreement between all parties.

Behaviour Systems – Rewards and Consequences.

We will manage behaviour through the consistent application of rules, rewards and consequences. As a school we firmly believe that everyone has the following rights:

- A right to learn.
- A right to feel safe.
- A right to respect.

EYFS / Key Stage 1 / Key Stage 2 – Trackit Lights

Trackit Lights is the behaviour tracking system used throughout Ackworth Howard. The system is an engaging and motivational behaviour management toolbar for children, which allows staff to quickly log positive and negative behaviour at any point in the school day. With an emphasis on recognising positive behaviour, Trackit Lights provides instant, visual praise to pupils as well as a clear, specific warning linked to a behaviour being displayed to encourage children to make the right choice.

Each class uses the Trackit Lights behaviour system tool to award house points for 'Green' (positive) behaviours. These include, but are not limited to the following categories:

- Joining in/contributing well
- Working hard
- Being helpful
- Great effort
- Leading by example
- Being ready for learning
- Looking after the environment
- Homework
- Headteacher's Award (exceptional learning behaviours and attitude to learning)

For every positive behaviour logged, 1 house point is awarded and displayed next to the pupil's name and house points are reset at the end of the day.

The warning system is made up of an amber, yellow red system that is triggered by, but not limited to, the following categories:

- Not following instruction
- Not on task
- Disrespectful behaviour
- Negative attitude
- Distracting others
- Aggressive behaviour
- Persistent negative behaviour
- Dangerous behaviour
- Vindictive behaviour
- Disrespectful
- Negative attitude
- Targeted aggressive behaviour
- Violence
- Damaging property

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The first of the warning colours is orange / amber. There will be no deduction of house points. In the first instance, a verbal warning and take up time will be given. When a second warning is needed, the behaviour is logged as orange making the current behaviour choice clear to the pupil. The pupil's name will turn orange as a visual warning. Pupils should be on orange for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will remove the orange colour. This will make the positive behaviour choice clear to the pupil. All children begin each day with a fresh start.

Reasonable adjustments can be made to suit the individual needs of pupils – such as a table alert system, rather than visually on the teacher's screen.

In EYFS and KS1 there is also a Star of the Day system to reward children who have demonstrated consistent positive learning behaviour.

Persistent negative behaviour is recorded through the school's CPOMS system and follow up is scheduled with the Pastoral Lead / SEMHW Advocate where appropriate.

Rewards:

We encourage good patterns of behaviour by using:

- non-verbal signals,
- positive verbal comments and praise,
- positive comments written in books,
- giving children responsibility,
- sharing positive aspects with others,
- awarding stickers for children to wear, in order to motivate / reward,
- awarding house points,
- recognition in assembly/worship by awarding certificates,
- weekly celebration assemblies,
- displayed work.

House Points

Our reward system is based around children gaining house points. House points are:

- Allocated to the children's designated house team.
- Points awarded for positive behaviour etc.
- Each week points are collated by house captains with a ribbon awarded to the winning team.
- Each term the champions will achieve a non-uniform day in their team colour.

Midday supervisors are made aware of and understand the reward and consequences system. Concerns regarding children's behaviour at lunchtime is recorded through the school's internal monitoring system – CPOMS - and actions followed up with the appropriate assigned person. Midday supervisors are also able to use rewards and consequences from those detailed throughout the policy.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

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Use of Restrictive Physical Intervention – Team Teach

At Ackworth Howard the use of restrictive physical intervention is seen as a last resort when all other options have been exhausted and will be used with the minimum degree of intrusion required to resolve the situation. Where possible the use of restrictive physical intervention will be carefully planned and involve staff who have received awareness training on de-escalation techniques and approaches and the Team Teach approach to the use of restrictive intervention.

The school has adopted the CYPs guidance *The Use of Restrictive Physical Intervention for Children and Young People* (NYCC, June 2009).

The use of reasonable force – Department for Education Guidance

At Ackworth Howard school, alongside Team Teach, we follow the law and guidance as set out in the DfE document 'Use of reasonable force.' The duty of care for all who work in school includes the protection of children from harming themselves or others and in certain circumstances; reasonable force would need to be used to achieve this.

Reasonable force is:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When reasonable force might be used:

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

SEND

Where a teacher, in discussion with the SENDCo and Senior Leaders feels that reasonable adjustment must be made to the provision provided to a child who is unable to work within the general school policy, a personal behaviour plan will be drawn up by the SENDCo, with support of the class teacher. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

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Zero-tolerance approach to sexual harassment and sexual violence

Through our whole-school approach to safeguarding and child protection, we operate with the best interests of the child at our heart and therefore school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Serious misbehaviour includes, but is not limited to:

- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

We will:

- never tolerate or normalise this behaviour and are very clear it is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. Our school vision openly promotes the ‘challenging of injustices’ at every level.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Sanctioning through the Behaviour system
- Removal from classroom
- Removal from unstructured times
- A behaviour plan
- A fixed-term exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report (Ackworth Howard Safeguarding Policy - https://www.ackworthhowardschool.co.uk/sites/default/files/uploads/media/files/education-safeguarding-policy-2020-21-v2-2_0.pdf)
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

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Incidents of Inappropriate Behaviour Outside of School and on Media Sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

Any inappropriate behaviour when the child is:

- Taking part in any school-organised or school related activity,
- Travelling to or from school,
- Wearing school uniform,
- In some other way identifiable as a pupil at our school.

Or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school,
- Poses a threat to another pupil or member of the public,
- Could adversely affect the reputation of the school.

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

- The child will be spoken to regarding the incident.
- Any other children involved in the incident will be spoken to.
- Parents will be contacted regarding the incident.
- If it is felt that there will be repercussions in school the child(ren) involved will be monitored by school staff.
- If follow up incidents do occur then the schools procedures will be adhered to.
- If the incident witnessed raises child protection concerns then the schools Child Protection Policy and procedures will be adhered to.
- If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

Monitoring and review

This policy is reviewed annually to ensure it reflects current practice.

Review date: December 2022