



BEHAVIOUR POLICY

Rationale

At Ayscoughfee Hall School we aim to develop positive behaviour in a variety of ways, ensuring that our children have the discipline and skills to go on to live successful lives as adults and can regulate their behaviour appropriately. We aim to teach positive behaviour rather than simply manage behaviour. We are committed to providing an inclusive environment in which individual needs and feelings are supported and all are allowed to shine.

In our school, we recognise that all behaviour is a communication, and we endeavour to recognise and understand the behaviour that an individual may exhibit. We seek to understand and respond to children on an individual level, ensuring personalised and consistent responses which enable children to learn to effectively manage their own behaviour. We believe that to create long term change we need to understand, not simply suppress, the behaviour an individual may demonstrate. We understand that positive, caring and trustworthy relationships are key to the success of our approach.

To achieve the aims of this policy there needs to be a shared understanding and consistency among all members of the school community. Every member of the school is expected to behave in a responsible manner, both in regard to themselves and others, showing consideration, courtesy and respect for other people and their property at all times. All staff need to have an understanding of what behaviour might be communicating. Staff should focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

Further guidance that may be useful is to be found in the Department for Education document entitled Behaviour in Schools July 2022.

It is recognised that encouragement to achieve and maintain standards is preferred to sanctions for failure. All staff are expected to set good examples to the children and to reward high standards of behaviour whenever possible. We have a culture of reward and encouragement which includes a Friday 'Success Assembly'.

Parents are made aware of the School's standards from the outset of their child's education at the School and support for these aims confirmed in the School's Prospectus, Welcome Brochure and Home / School Agreement, which is signed by both School and Parents.

At Ayscoughfee Hall School, pupils are expected to play their part in monitoring an acceptable standard of behaviour, discipline and manners. All three elements are linked and children will be positively encouraged by example to give their best at all times. On enrolling their child(ren), parents/carers should be made aware of these standards and the efforts / expectations of the School to maintain them. Similarly, all pupils throughout their time at the School will be guided and encouraged to understand the reasons behind the rules and regulations within Ayscoughfee regarding the health, safety and welfare of pupils, staff, parents and visitors.

REWARDS INCLUDE THE FOLLOWING:

- The school divides the children from Reception upwards into 4 houses and House Points are the main reward given. They are rewarded for good work, effort or particularly helpful/polite behaviour. Sports Points are given for effort and success in sport. House and Sport Points are totalled weekly by the 4 House Captains in Year 6 and totals given in assembly by House and Sport Captains. The winning Houses are applauded and order of houses displayed in the Hall.

- Cups are awarded to the winning Houses throughout the year with the final presentation at the end of term assembly in July.
- Kindergarten children are allocated to a house for Sports Day. These children have stickers instead of House Points in daily School life.
- Stars of the Weeks are awarded by class teachers on a weekly basis for excellent work or effort. Headteacher's awards are given out on a weekly basis also. The Golden Dustpan is given out weekly to classes for keeping their room tidy.
- Postcards from the Headteacher will be sent home as a reward for exceptional behaviour or achievement in any area.
- Swimming certificates are given to all children completing their course of lessons, with special certificates given to those who have made outstanding effort or progress.
- Children completing good work may also receive stickers or merit stamps in their books and/ or be invited to show their work to other classes or in success assembly. Their work may also feature on the Wow work board in the Hall
- Constructive comments should always be used when marking work. (Reception to Year 6)
- Kindness awards are given out weekly by Kindness Ambassadors (Yr 6). There is an infant and a junior Kindness award for children deemed by their teachers or peers to have demonstrated particular kind behaviour to others.
- A Progress Prize is given out to one Infant child and one Junior child each July.

However, it should also be understood that pupils who repeatedly and deliberately disregard the standards of the School may be disciplined by his / her teacher, the Deputy Head or Headteacher in accordance with the considered gravity of the misdemeanour. The practitioner for Behaviour Management issues is the Headteacher. Only as a last resort and in truly exceptional cases when Senior Management in conjunction with Governing Body had considered all else to have failed – including fixed term exclusion from School – would a pupil be permanently excluded.

SANCTIONS INCLUDE THE FOLLOWING:

It is very rare for poor behaviour to occur. Sanctions are used in cases of poor behaviour or lack of effort. They may involve:

- A verbal reprimand
- Repetition of unsatisfactory work.
- Missing of a break or lunchtime (time will be given for pupils to eat, drink and use the toilet).
- Persistent poor behaviour at break generally involves the missing of further playtimes or, in the case of Infants, staying with a member of staff or standing at the periphery of the play area rather than being free to play.
- The writing of a letter of apology
- Loss of privileges e.g. loss of a prized responsibility
- A Behaviour Card may be introduced to encourage good behaviour and increased effort. Parents are consulted if behaviour or work gives particular cause for concern and a Behaviour Form may be completed for the child see Appendix A.

- In more extreme cases a temporary or permanent exclusion

The class teacher, as the first point of contact, is the main person responsible for awarding both rewards and sanctions, but any member of staff may do so. However, all staff are made aware of exceptional behaviour, whether good or bad, by individual or group. This raises everyone's awareness and in the case of poor behaviour can prevent further occurrence by greater vigilance. All at the school, pupils and staff alike, have a responsibility to promote positive attitudes. Children with poor behaviour will be given support to improve. There is also an understanding that reasonable adjustment may have to be made in relation to a pupil with special educational needs / disabilities or changes in family circumstances.

All class teachers use Pupil Development Sheets (Appendix B) and fill in Termly Behaviour Logs (Appendix C) which are passed to the Headteacher to ensure an awareness of any behaviour issues in school.

Pupils found by the class teacher to have persistent behavioural problems may refer the pupil to the Deputy Head and / or Headteacher at which time the parent will also be officially informed. Similar sanctions to those noted above may then be applied under the jurisdiction of the Deputy or Headteacher with the parents being made aware. A record of sanctions imposed for serious misbehaviour is kept by the Headteacher. This is for exclusions, major detentions and disciplinary meetings involving parents.

The Governing Body and the Headteacher share a duty of care in relation to protecting the physical and emotional well-being of all the staff. It is their belief that violence, threatening behaviour, malicious accusations that are unfounded and abuse against school staff are unacceptable and should not be tolerated.

Wherever violence, threatening behaviour and abuse occur towards school staff, all reasonable and appropriate action will be taken in support of the staff. Any violence towards staff will not be tolerated by a pupil or parent. Please see the section in the Health & Safety Policy and Risk Assessment folder entitled Dealing with Abuse, Threats and Violence Towards Staff (Appendix D).

Corporal punishment will not be permitted in any form at Ayscoughfee Hall School. Should any member of staff be suspected of not complying with this directive or an allegation be made in this regard, immediate suspension will follow and, if proven, disciplinary action taken.

Serious incidents of bad behaviour should be recorded on a Serious Behaviour Form (Appendix E) to be given to the Headteacher and a copy kept securely in the child's file.

In the unlikely event of having to restrain a child either to stop:-

- The child injuring themselves
- Causing damage to property including the pupils own property
- Committing a criminal offence or engaging in behaviour prejudicial to good order at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere

Please refer to the guidelines set out in the School's Restraint Policy and DFE Use of Reasonable Force Guidelines July 2013.

Bullying and Child on Child Abuse

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied or abused. These behaviours are wrong and at Ayscoughfee Hall School we have a zero-tolerance policy on this. To support this principle, all children are told regularly, through class PSHE lessons and assemblies etc., that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children

are taught that being safe is the most important thing and that every child has the right to feel safe in our school. Children learn about ways of reporting bullying and abuse to trusted adults in school through class PSHE lessons.

All staff have read the most up to date 'Keeping Children Safe in Education' Part 1 which details their responsibilities within these areas. Key members of staff have also read Section 5 and are aware when there is a need to report incidents to the police.

Further information and guidance on Child-on-Child abuse can be found in our Child Protection and Safeguarding policy and in KCSIE 2022.

We have a duty under the Equality Act of 2010 to ensure reasonable adjustments are made for pupils with special educational needs / disabilities. We would always endeavour to support these pupils by working through behavioural issues and liaising with parents and appropriate agencies.

This Policy should be read in conjunction with the following School Policies:

Restraint Policy
Anti Bullying Policy
Parental Complaints Policy
Exclusion Policy

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	Autumn 2022	Autumn 2023	4

APPENDIX A

AYSCOUGHFEE HALL SCHOOL

BEHAVIOUR FORM

Name..... **Year**..... **Date**.....

Nature of Incident

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Where Incident Occurred

Witnessed by **Time & Date**

Action Taken

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Reported by **Signature**

Has a similar Incident happened before? YES/NO

Give Details and Action Taken

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APPENDIX B

PUPIL DEVELOPMENT SHEET

Name Date of Birth

Please list below any issues that may affect development / attainment of child or be of interest to future teachers.

E.g. Remarks on health / attendance / holidays / family issues / learning support (i.e. gifted? possible Dyslexia? etc.) / Incidents / meetings with parents etc.

Comment	Date	Initials

APPENDIX D

DEALING WITH ABUSE, THREATS AND VIOLENCE TOWARDS STAFF

Introduction

The Governing Body and the Headteacher share a duty of care in relation to protecting the physical and emotional well-being of all the staff. It is their belief that violence, threatening behaviour and abuse against school staff are unacceptable and should not be tolerated.

Wherever violence, threatening behaviour and abuse occur towards school staff, all reasonable and appropriate action will be taken in support of the staff. This policy outlines how incidents involving adults will be dealt with.

Violence, threatening behaviour and abuse

All staff members have a right to expect that their school is a safe place in which to work and that prompt and appropriate action will take place on their behalf if they are subject to violence, threatening behaviour and abuse by pupils, parents and other adults on school premises.

Examples of such behaviour might include:

- Abusive and aggressive language
- Common Assault – involving the threat of immediate violence or causing minor injury such as a graze, reddening of the skin or minor bruise
- Actual Bodily Harm – causing an injury which interferes with the health or comfort of the victim such as multiple bruising, broken tooth or temporary sensory loss
- Grievous Bodily Harm – causing serious injury such as a broken bone or as injury requiring lengthy treatment
- Radically Aggravated form of assault where there is racial element to the offence

Measures to avoid prevent and minimise incidents

The Headteacher will take the lead role in relation to the policy.

The Chair of Governors will oversee the implementation of the policy.

Advice to staff about how they should act and behave in the incident will be provided and to new staff as and when they join the school.

Strategies advised include:

- Be assertive but not aggressive
- Speak calmly without raising the voice
- Seek assistance
- Be polite but firm
- Maintain a safe distance between yourself and the aggressor
- Think about an escape route should a need arise
- Remember body language and stances to protect yourself physically
- Consider location for potentially difficult encounter and seek advice from the Headteacher beforehand

Action when an incident occurs

The school staff will not tolerate unacceptable abusive language and any interchanges involving abusive language towards school staff will be logged and, if necessary, recorded on an Incident Report Form.

Action may need to be taken against adults who repeatedly use abusive language; this might include a formal letter or barring the person from the school site.

The recording and reporting of incidents involving violence, threatening behaviour and abuse towards staff are important because:

- It may be necessary to collect evidence in the event of the police bringing formal charges against an alleged assailant
- The insurers will require information should a claim for compensation be made
- The review of this policy will be aided by monitoring incidents which are recorded at the time of the occurrence

Once an attack has occurred, staff should complete an Incident Report Form (located in the school office)

The Headteacher should be informed immediately and will liaise with the Chair of Governors and the Police if appropriate.

Dealing with the incident

All parties involved will take account the needs, feelings, views and wishes of the victim at every stage. Sympathetic and practical help and support as counselling will be made available to the victim at the time of the incident and subsequently.

Support:

Headteacher

Members National Education Union can contact:- NUT Advice Line – England Only 0345 811 8111 or email nutadvice@nut.org.uk

Victim Support

The 999 call system should always be used when immediate attendance of a police officer is required. The Police support the use of 999 in all cases where:

There is danger to life

There is likelihood of violence

An assault is, or believed to be, in progress

The offender is on the premises

The offence has just occurred and an early arrest is likely

In non-urgent cases, where the incident is not thought to be an emergency but police involvement is required, 101 should be contacted and all reports to be logged.

In the event of a member of staff finding him/ herself subjected to a pattern of persistent and unreasonable behaviour from individual parents/ carers which is not abusive or overtly aggressive, but which can be perceived as intimidating and oppressive, this may constitute as an offence under the Protection from Harassment Act 1997.

If the actions of a parent/ carer appear to be heading in this direction, staff should record all incidents in writing, with the date, location, and means of communication (e.g. Telephone call, letter, email, verbal, 1:1 conversation) and inform the Headteacher who will consult with the LA for advice and support.

An option at this stage would be banning the parent/ carer from the school premises by the Headteacher on behalf of the school. If a person who has been banned subsequently trespasses and causes a nuisance or disturbance, the matter will be referred to the police.

APPENDIX E

AYSCOUGHFEE HALL SCHOOL

SERIOUS BEHAVIOUR FORM

This form is used for a serious breach of behaviour policy. E.g. assault, theft, racism, aggressive behaviour to others, damage to property, defiance, persistent disruptive behaviour, bullying (repeated offence) or swearing.

This form should be placed in the child's class file along with any witness statements & a copy given to the Headteacher. Parents should be informed of the poor behaviour.

Name..... **Year**.....**Date**.....

Nature of Incident

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Where Incident Occurred

Witnessed by **Time & Date**

Action Taken

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Reported by **Signature**

Has a similar Incident happened before? YES/NO

Give Details and Action Taken

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