Behaviour policy for extended school day

and statement of behaviour principles

Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website	Statutory Policy
February 2024	C&S	February 2027	Yes	Yes

Headteacher: Mrs Emma Humphrey

This policy will be reviewed regularly and may be adapted /updated following further staff training and the embedding of principles taken from, "When the adults change, everything changes." By Paul Dix.

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1. Aims

At Anstey Junior School extended school day, we are committed to creating a safe environment where good behaviour enables everyone to feel secure and respected. Everyone in our school is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that children may be at different stages of social learning and aim to provide an environment where children can learn and develop as caring and responsible individuals through a consistent approach to supporting behaviour.

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**
- We reserve the right to withdraw a place in the event of unacceptable behaviour.

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

3. Definitions

At Anstey extended school day, we have three simple rules: 'Be **Respectful**, Be **Responsible** and Be **Safe.**' These rules can be applied to a variety of situations and are taught and modelled explicitly. Children will be recognised for their good behaviour. Staff will use consistent language to refer to expected behaviours for learning and explicitly draw attention to these behaviours

Misbehaviour is defined as:

- Not following the school rules
- Disruption at the extended school day
- Negative attitude
- Not following instructions
- Being deliberately unkind to others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Violent / threatening behaviour
- Damaging or removing school or other people's property without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any illegal or prohibited items.

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

Children learn how to recognise bullying through regular PSHE lessons, as well as planned events such as Anti-Bullying week, NSPCC assemblies and workshops alongside school assemblies.

- Pupils are able to report incidents of bullying through the use of 'Safe Tell' cards or by talking to a trusted adult within class.
- Parents are able to contact school with any concerns.
- The school will investigate all allegations by speaking with all involved parties and establishing the facts.
- If a child has experienced bullying then they will be supported accordingly.
- Appropriate sanctions will be put in place (see section 7) and parents will be contacted.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

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5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher 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

We recognise that clear structures and predictable outcomes have the best impact on behaviour. At Anstey, staff ensure that visible consistencies are shared and modelled, using consistent vocabulary and responses.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Recognising and praising good behaviours consistently and explicitly
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will 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
- Sign and adhere to the home-school partnership
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Understand and demonstrate the 3 school rules
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Children will be recognised and praised for making good behaviour choices. We understand that, for some children, following our behaviour expectations may be beyond their current developmental level. In this case, these children will be supported by individual positive behaviour plans and carefully targeted rewards and sanctions to reinforce positive behaviour.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Being placed on the extended school day Recognition Board
- Rewards (eg: using a special item, choosing a partner, time on a chosen activity etc)
- House Points for pupils of Anstey Junior School
- Certificates
- Letters/ postcards or phone calls home to parents

Sanctions should always make it clear that unacceptable behaviour affects others and is a breach of the school rules. Sanctions should not be applied to a whole group for the activities of individuals.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Working in a different space in class
- Loss of some free time or a specific activity (i.e. to complete work or to calm down)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract

Following incidents of poor behaviour choices, the teacher who initially dealt with the behaviour (supported by a member of the senior leadership team if appropriate) should conduct a restorative conversation with the child. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as the walking bus when travelling to Anstey Junior School or 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/statement of procedures for dealing with allegations of abuse against staff 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

At Anstey, our three school rules: 'Be **Respectful**, Be **Responsible** and Be **Safe**' underpin all that we do. These rules can be applied to a variety of situations and are taught and modelled explicitly. Every child has the right to learn in a safe, happy environment and all staff have the right to work and teach in a safe, happy environment. Expected behaviours are explicitly identified, praised and modelled. Children will be recognised for their good behaviour. Limits are placed on behaviours, not on feelings.

8.1 Extended school day class management

Staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment and curriculum that encourages pupils to be engaged
- Display the school rules and ensure that these are understood by pupil, re-visiting and modelling throughout the school year
- Teach pupils about choices and consequences, enabling children to take responsibility for their behaviour
- Use consistent language and expectations in relation to expected behaviour for learning
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Sharing the timetable
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- 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 (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items 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 pupils after discussion with senior leaders and parents, if appropriate.

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

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.

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.

For some pupils, additional transition support will be established.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Newly qualified staff and staff that are new to the school are provided with an experienced mentor / buddy

Behaviour management will also form part of continuing professional development.

Relevant staff are trained in positive handling techniques (restraint).

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors every 3 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every 3 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: written statement of behaviour principles

- The school rules; ‘Be Respectful, Be Responsible, Be Safe’ are understood by all
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Language used in relation to behaviour for learning is consistent throughout the school
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Limits are placed on behaviours, not on feelings

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by full governing body every 3 years.