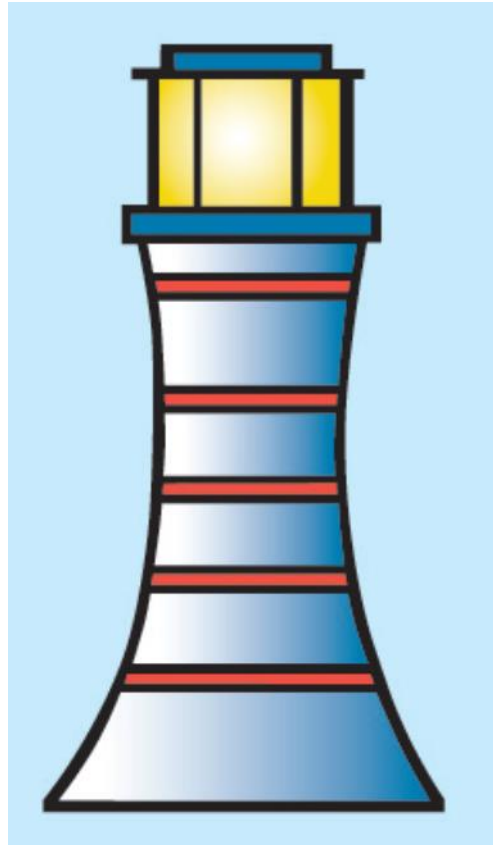


AUSTHORPE PRIMARY SCHOOL



Behaviour Policy

Reviewed: March 2022

Aims

We have a duty under the School Standards and Framework Act 1998 to have a behaviour policy in place that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

Austhorpe Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that provides opportunities for every member to achieve their fullest potential; that opens up a world of learning.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All pupils and staff being treated with respect
- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

Golden Rules

Our expectations of the children's behaviour are expressed in the '**Golden Rules**' which we follow:

- Listen and follow instructions
- Speak and act respectfully to everyone
- Take responsibility for actions, property and equipment
- Only use your hands and feet in a kind way

The '**Golden Rules**' and our values are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff:

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour

We believe that every teacher has the right:

- To expect to teach in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

The Restorative Approach:

*Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now ALL of them*

At Austhorpe Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules.

For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We believe that by using this **Restorative Approach** we are giving pupils the skills to independently make better and more informed choices in the future. (See *Appendix 1: Flow Chart*)

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

School life:

Positive behaviour will be encouraged and praised throughout the school day. Head Teacher's Achievement Assemblies include awards for manners and good behaviour and Golden Head Teacher's Awards include a Good Citizen award each half term.

Children are given opportunities to discuss moral dilemmas and positive approaches to behaviour through Personal, Social and Health Education and through whole school and class assemblies.

Austhorpe Primary is committed to including our positive and restorative approach to behaviour in our shared British Values. We therefore encourage the inclusion of all children, regardless of gender, race, sexual orientation or sexual identity in all aspects of the curriculum, including our approach to behaviour management.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

- What happened?
- What part did you play in it?
- How were you affected by what you did?
- How did it happen?
- What can you do to repair the harm?
- Who else was affected by what you did?
- What do you need to do to make it right?

Alternatively for Reception and Key Stage 1 pupils we may use the THINK model to discuss events:

T → *True* – Was it true?

H → *Helpful* – Did it help you or anyone else?

I → *Inspiring* – Did it help you or someone else improve?

N → *Necessary* – Did it need to happen?

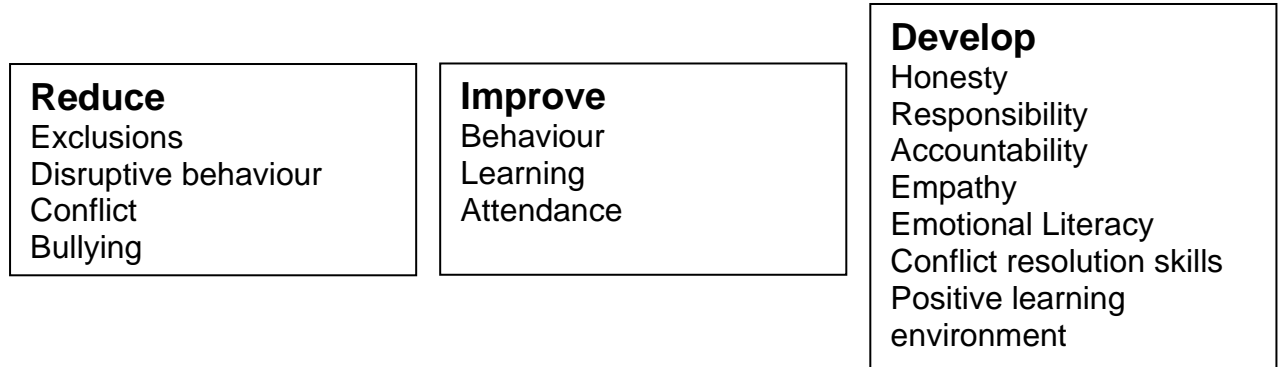
K → *Kind* – Was it kind?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

(See Appendix 2: Restorative Behaviour Form and 3: Restorative Behaviour KS1)

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart. Schools that use this approach have found that they have been able to:



Equality for All

We understand and respect that all of our pupils are unique and provide a school experience that is accessible and appropriate. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Local PSC outreach service
- Educational Welfare Officer
- Cluster Family Support Workers
- Social Care
- Children and Adolescent Mental Health Services (CAMHS)
- Special Educational Needs Inclusion Team (SENIT)
- Special Educational Needs Statutory Assessment and Provision (SENSAP)
- Learning Support Services

Special Educational Needs

There may be some children have an identified special education need or disability which makes it difficult for the school to manage their behaviour in line with the policy. Austhorpe Primary is an inclusive school which makes every effort to match provision to individual pupils' needs and in these cases reasonable adjustments will be made so that children have access to a personalised behaviour plan written in consultation with staff, pupils and parents and which takes their particular SEND into account.

Praise and rewards

At Austhorpe we believe that the key to promoting positive behaviour is through the positive use of praise and rewards. Some of the ways we do this are:

- Verbal praise
- Certificates and notes home from Head Teacher's Achievement assemblies
- Providing opportunities for peers to praise each other through peer assessment
- Providing opportunities for other staff to praise
- Celebrating pupils who have 'turned their behaviour around'
- Marking and Feedback (See Marking and Feedback Policy)
- Whole School Reward System

Whole School Reward System:

Every child at Austhorpe Primary School is valued and their continued good behaviour is appreciated as it ensures a positive learning environment.

As a pupil at Austhorpe, every child is eligible for a Whole Class Reward. These rewards will be chosen by the class from a menu of activities: a visit to the park; sports event; picnic; disco; film/DVD.

Rewards will be given to a whole class on a half termly basis.

To demonstrate a pupil's progress towards the Whole Class Reward, merits will be awarded for maintaining good behaviour. Two merits will be available each week and can be added to a class display on Wednesday and Friday.

Any pupil who is not able to collect sufficient merits will not be invited to join the class for their half termly Whole Class Reward. Sufficient merits will be set at four merits less than the total number available within a given half term.

The parents of any child who might be at risk of not achieving enough merits will be informed in writing (See Appendix 4 – Whole Class Reward Letter to Parents). They will be expected to support their child and Austhorpe to ensure every pupil qualifies for the Whole Class Reward.

Recording

Incidents will be recorded on CPOMS when a pupil has had to be spoken to outside regular classroom reminders. (See Appendix 1: *Repeated Behaviour*)

Physical Contact

Austhorpe recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics.

Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children.

On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. Staff are trained to use recognised Team Teach techniques to de-escalate situations to avoid any unnecessary physical intervention. Physical interventions can be used when a member of staff deems it to be reasonable, necessary and proportionate. Recognised techniques will only be used when it is necessary to ensure the safety of pupils and staff.

Examples of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities
- To require a child to comply with a reasonable instruction

Roles and Responsibilities

The Senior Leadership Team (SLT) has:

- The responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head teacher to ensure that school staff and pupils are aware of this policy;
- delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy;
- ensure there is an appointed a coordinator for behaviour and to work with the Head teacher;
- the duty to support the Head teacher and school staff in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the SLT;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Peer on Peer

Understand what peer-on-peer abuse is

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between peers

- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

(This is explained in paragraph 49 of [Keeping Children Safe in Education](#) (KCSIE).)

Provide appropriate and regularly updated staff training

It's vital to know how to identify peer-on-peer abuse early to prevent it from escalating. Provide staff with regularly updated and appropriate safeguarding training that enables them to understand:

- Their role in preventing peer-on-peer abuse
- How to identify the indicators of abuse
- What to do if they have a concern about a child
- How to respond to a report of abuse
- How to offer support to the victim(s) and alleged perpetrator(s)
- Where to go if they need support
- That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography to those who don't want to receive such content
- That they need to maintain an attitude of 'it could happen here'
- That even if there are no reports in your school, it doesn't mean it's not happening
- The importance of challenging inappropriate and abusive behaviour (see more on this below)
- That girls are more likely to be victims and boys are more likely to be perpetrators

Challenge inappropriate behaviours

You're required to have a behaviour policy and measures in place to prevent all forms of bullying. Your child protection policy should also include the procedures you have in place to minimise the risk of peer-on-peer abuse.

Make sure staff challenge inappropriate behaviours by, for example:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'

Dismissing inappropriate behaviour risks leading to:

- A culture of unacceptable behaviours
- An unsafe environment for children
- A culture that normalises abuse, leading to pupils accepting it as normal and not coming forward to report it

You should have clear sanctions in place to respond effectively to incidents.

(This is outlined in paragraph 48 of KCSIE, linked above.)

Create a preventative curriculum programme

Address issues associated with peer-on-peer abuse

Your curriculum should make sure children are taught about safeguarding, including how to stay safe online. Your curriculum should also tackle (in an age-appropriate and inclusive way) issues such as:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Sexual violence and sexual harassment

(This is based on pages 18 and 19 of the DfE's [guidance](#) on sexual violence and sexual harassment. See page 21 for an example of a school's approach to preventative education.)

Behaviour in Early Years Foundation Stage

In the Early Years Foundation Stage we have high expectations for our children's behaviour. Within the first few days we agree class rules with the children and introduce our 'Flying High in Reception Tree' the children each have an owl who flies up and down the tree throughout the week, with the aim of getting into the nest in order to win a prize on a Friday. Children are praised for positive behaviour and moved up the tree, any negative behaviour is addressed with a restorative discussion around how we make people feel, how the situation could

be dealt with differently and how we can apologise appropriately. We support the children in becoming independent and resilient by introducing 'Super Sorter' rules. This is a social story around overcoming problems independently it has 4 stages for the children to work through before asking for an adult to intervene.

Stage 1- Say "Stop, I don't like it"

Stage 2- Say "You're making me feel....."

Stage 3- Walk away

Stage 4- Speak to an adult.

The overarching expectation of behaviour is in line with the whole school behaviour policy, we have made it visual, interactive and immediate for our youngest children.

Appendix 1: Restorative Behaviour Flow Chart

Reminder (verbal or visual):

- Remind pupil of expected behaviour either by speaking to them or use a sign or symbol.
- Where possible, this should be between the staff and pupil without confrontation.

Sanction (Verbal and visual):

- Further verbal warning. Name on whiteboard. Pupil to see teacher at the next break or lunchtime.
- Use Appendix 2 or 3. Pupil can record or staff can record after discussion.

Repeated behaviour (Record on CPOMS):

- Add tally (|, ||, |||) next to name. Pupil to miss five minutes play – up to fifteen minutes play – for each tally. To be recorded on CPOMS. Pupil to complete Restorative Behaviour Form (see Appendix 2 & 3)

Removal (Record on CPOMS):

- For persistent or serious behaviours, staff can use Red Card system to request a member of the Senior Leadership Team (SLT) to attend. If de-escalation unsuccessful, SLT may decide to remove pupil from class to implement restorative actions.
- If staff decide Team Teach physical contact techniques are required SLT will try to ensure that at least two members of staff are present. Restrictive Physical Incident Record will be completed when physical contact has been used by staff.

Parental involvement:

Staff **may** inform parents of any stage of the behaviour policy. Staff **will** inform parents of persistent use of the behaviour policy for a pupil and any links to the Anti-Bullying Policy

SLT **may** inform parents if a pupil is removed from class. SLT **will** inform parents if Team Teach physical restraint techniques were used.

Austhorpe Primary School expects parents to support the Behaviour Policy and help their child to restore their behaviour in school.

NB Although the sanctions are presented in order of progression, it is down the professional judgement of staff to decide where a child's behaviour enters process.

Appendix 2: Restorative Behaviour Form



Restorative Behaviour Form

What happened?

What part did I play in it?

How was I affected by what I did?

How did it happen?

What can I do to repair the harm?

Who else was affected by what I did?

What do I need to do to make it right?

Appendix 3: Restorative Behaviour Form KS1



Restorative Behaviour Form



true – Was it true?

- yes
- no



helpful - Did it help you or anyone else?

- yes
- no



inspiring - Did it help you or someone else?

- yes
- no



necessary - Did it need to happen?

- yes
- no



kind - Was it kind?

- yes
- no

Appendix 4 – Whole Class Reward Letter to Parents



AUSTHORPE PRIMARY SCHOOL

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Address

Date

Dear XXXXX

In accordance with the school Behaviour Policy I am writing to inform you that XXXXX has recently not achieved sufficient class merits. This may result in XXXX not being involved in the half-termly class reward. The purpose of this letter is to keep you informed and so you can help encourage your child to turn their behaviour around.

If you would like to discuss your child's behaviour further, please make an appointment at the school office.

Thank you for your continued support.

Yours sincerely,

~~Class teacher~~

