

Austwick CE (VA) Primary and Nursery School

Behaviour Policy

We aim for Austwick School to be a place of excellence where children can achieve their best in their academic, creative, personal and physical development within a Christian family environment. We are a caring school where children and adults feel they can contribute and are valued as individuals. We strive to create and maintain close partnerships between children, parents and staff so as to develop children who will be lifelong learners and responsible citizens.

We believe that a child cannot learn effectively unless he or she feels secure, successful and happy. We are committed to helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

Context

This policy should be read in conjunction with these policies below:

- Anti-Bullying Policy
- PSHE Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse against Teachers and Other Staff
- Single Equalities Scheme
- SEND Policy
- Positive Handling Policy
- Complaints Procedure

The purpose of our behaviour policy is:

- To help us maintain a consistent approach which supports the aims and values of the school
- To create a positive and orderly atmosphere which supports teaching and learning
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities
- To ensure consistent implementation of this policy from all staff especially in the delivery of awards and sanctions
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

Roles and Responsibilities

At Austwick School, we believe all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff:

- Class teachers endeavour to ensure that their children behave well at all times.
- Teachers contribute to the open-door policy for parents to deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate.
- Staff keep a record of significant incidents/log of behaviours for identified children which is monitored and reviewed by the leadership team. CPOMs is used for this.
- Staff behave in a professional manner at all times, demonstrating the Values of our school and treating all members of the school community with respect.
- Staff implement and support the decisions and strategy of the Governing Board.
- Staff implement and support the decisions of the headteacher in the day to day management and running of the school and understand the procedures to follow if there is an issue with this (speak directly to head teacher and if unresolved refer the matter to the Chair of Governors)

- Teaching Assistants and Midday Supervisors support the teaching staff in the above.
- The headteacher will be responsible for ensuring that this policy is implemented and for reporting to the governing body on its impact.

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important teachers can gain full support of parents when dealing with any child's behaviour.

- We expect parents to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression to staff by parents of children in the school will be reported to the headteacher, who will take appropriate action.
- We expect parents to support the actions of the school when consequences are imposed. If they have any concerns about the way their child has been treated, they should initially contact the class teacher and then the headteacher.
- The Governing Board has the responsibility of setting down general guidelines on standards of behaviour and of reviewing effectiveness of the policy.
- The Governors support the headteacher in carrying out the policy.

At Austwick School we...

- Use positive praise as a form of acknowledging good behaviour and correcting unwanted behaviours.
- Take a personal interest in the progress and welfare of every child.
- Expect all staff to take responsibility for promoting good behaviour at all times.
- Expect all staff and visitors to the school to act as positive role models.
- Seek to show children that if poor behaviour occurs, it is the behaviour we dislike not the child.
- Always take unacceptable behaviour seriously.
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties.
- Seek to identify and address any persistent difficulties.
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach.
- Greet children warmly regardless of any undesirable events on the previous day.
- Challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background.
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs – receive sensitive and well-matched behavioural support

How we encourage positive behaviour

We praise and reward children for good behaviour in a variety of ways. We demonstrate our Christian vision through our attitudes to others in school, the local community and the wider world. Our four focus values are: Respect, Perseverance, Love and Forgiveness. We recognise children's efforts through praise and reward:

- Star of the Week – a child from each class receives an award in assembly.
- Secret Spotters – spot children throughout the week who have demonstrated our core values.
- Golden Star – awarded for exemplary behaviour or work and a raffle ticket to be drawn for a prize.
- Headteacher's Awards are given through the week to children who teachers believe have done an exceptional piece of work, tried their best with something or shown exemplary behaviour.
- Lunchtime Award for demonstrating our school values.
- House Points awarded for good behaviour and demonstrating the value of the half term.
- Attendance Award presented each week for the class with the highest attendance that week.
- Table Points awarded in class for good behaviour and showing eagerness to learn.
- Praise Assembly every Friday celebrates the achievements of the children.

Our approach to consequences

We hope children at Austwick will engage themselves in our positive behaviour ethos, but we also need to accept that sometimes when we are still learning, we might make choices with negative consequences. If a child makes a wrong choice, we need to help them to recognise this and consider how they can make better choices in the future. To ensure a safe and effective learning environment, we follow a sequence of actions:

- Reminder is given – Adult can see they are not ready to work, not being respectful, not listening, not safe.
- Warning – Adult explains what they are not doing and asks them to consider this.
- Amber – Adult moves child's name to amber and explains to the child privately why this has happened. 5 minutes of the following playtime will be missed.
- Red – Name discretely moved and child may need to work in an alternative space. Parents will be informed and the incident will be recorded on CPOMS. The following playtime will be missed and the child will need to have a conversation with the teacher/Headteacher, and possibly parents.
- All children start the day on green, regardless of the previous day's behaviour.
- There is the opportunity to reach the gold star for exemplary behaviour and/or effort in learning.

Resolving Problems

Being fair is of upmost importance. Following an incident, staff must ensure they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches' and with the Christian value of forgiveness in mind. The child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to others.
- Saying sorry for the inappropriate actions and seeking forgiveness.
- Recognising the need to act, to begin to repair the harm caused.
- Agreeing a range of action-in conjunction with all those involved – which will be monitored over an agreed period of time.

There is a large range of restorative approaches and it is important that they are used in conjunction with, and not in place of, sanctions.

When the procedures do not work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Head teacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, Educational Welfare Officer or Educational Psychologist. The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

Supporting children with additional needs

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. For a small number of children, they may have a specific underlying condition/need which should be considered. Approaches used to support these children include:

- Discussion with the child about their behaviours.
- Continued involvement from and liaison with parents.
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Headteacher.
- Work suitably differentiated to match the child's needs.
- Providing additional support in liaison with the SENCo.
- Involving external agencies.
- Implementation of a behaviour plan.
- Investigating options for alternative provision (dependent upon criteria, availability etc).

Any approaches used will be reviewed regularly and adapted as necessary.

Recording, Monitoring and Evaluating Behaviour

To ensure that we meet the aims set out in this policy it is vital that we are consistent in our approaches and record, monitor and evaluate both class and whole school behaviour. Senior leaders ensure that behaviour is monitored and recorded correctly. Staff will communicate behaviour incidences between them where appropriate and all staff are expected to log significant behavioural incidents (Red on the Traffic Light) using CPOMS. Where behaviour has been logged, parents will be informed by the class teacher or in the case of more serious incidents, the Headteacher. This is monitored regularly. In instances of very significant behaviour, for example the injury of a person or racial abuse a Major Incident Report Form will be completed.

Serious Misbehaviour

Incidents of serious misbehaviour are very rare at our school. However, in the following circumstances, the headteacher will get involved, and parents will be contacted to discuss appropriate sanctions and resolution of behaviour:

- persistent disrespect / abuse towards children or staff;
- physical/verbal assault of staff or pupil (including threatening behaviour);
- deliberately dangerous behaviour which may contravene health and safety (including vandalism of other children's or school's property, running away from class/school);
- bullying (including cyber-bullying)
- racist, sexist, homophobic, and transgender remarks
- stealing

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve. Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in his/her absence, a designated representative. Where exclusion is used the school conforms to the NYCC and DfE guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion). From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussion for the orderly running of the school. Austwick School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Austwick school children.

Success Criteria

We know that this policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed into the school.
- All children, staff, parents/carers and all associated adults know and understand the rules and adhere to them.
- All children, staff and governors can explain the expected behaviour within the Christian context and values of the school.
- Expectations and standards of behaviour are consistently high.
- Teaching staff feel confident and well supported by the Leadership Team in managing children's learning and social development.

- Parents feel that the school deals effectively with unacceptable behaviour.
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promoted a positive approach.
- Visitors are made to feel welcome by children and staff

Communicating the Behaviour Policy

The Behaviour Policy is circulated to parents and staff and discussed with the children at least annually. It is available on the school's website and from the Admin Office in paper form, on request.

Staff Training

The school will ensure that all staff are appropriately trained with regards to behaviour management. All new staff are expected to read the Behaviour Policy as part of their induction.

Strategies for children in transition

New children will be made aware of expectations which will be discussed with them in their first week of school. The class teacher is responsible for ensuring that new children understand and follow the rules and are aware of the systems for rewards and sanctions.

Prohibited Items

DfE guidance on the use of reasonable force in schools (2013) states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". At Austwick CE Primary School prohibited items are knives or weapons, bullets, alcohol, illegal drugs, stolen items, tobacco, vapes, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules, for example, smart watches or fit bits.

No mobile phones or similar devices, such as smart watches are to be brought into school by pupils. These must be left at home or with parents.

Bullying and Child on Child Abuse

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying usually involves an imbalance of power between the perpetrator and victim. Bullying and child on child abuse can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups (known as prejudice-based bullying), for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, may be standalone or part of a broader pattern of abuse including sexual violence, such as rape, assault by penetration and sexual assault.

Reasonable Force

All members of school staff have a legal power to use reasonable force. This means using no more force than is needed. Schools generally use reasonable 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.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force (for control or restraint) must never be used as a form of punishment. At Austwick CE Primary School, physical control and restraint are only used as a last resort by staff trained in the pre-emptive (de-escalation) and responsive positive handling strategy techniques of Team Teach. Although any member of staff may be required to physically intervene with a student who is endangering themselves or others, damaging property or to maintain good order and discipline, we would expect Team Teach accredited staff to take over as soon as possible.

Statement of Behaviour Principles as set out by the Governing Board

The policy should take full account of, and reflect, the rights and responsibilities of the school, its children, and the parents/carers and should also be in line with DfE statutory and non-statutory guidance. In particular the policy and its underlying principles should:

- Promote and support appropriate communications between the school, its children and parents/carers on the behaviour of individual children;
- Be worded so that they can be explained clearly to children of any age and level of attainment;
- Be based on widespread consultation amongst children, staff and parents/carers about acceptable standards of behaviour;
- Enhance the safety and welfare of children and staff and their perceptions of safety;
- Make clear the links between acceptable children's behaviour and the quality of their learning by promoting behavioural improvement as a means of improving learning and teaching and children's enjoyment of school;
- Encourage a healthy balance between, and a positive attitude towards, rewards and sanctions, to encourage good behaviour;
- Promote consistency of application and support appropriate continuing professional development for all staff;
- Be challenging, but realistic and appropriate, in supporting the school's development plan, as the school builds on its successes;
- Be transparent and well-focussed on inclusion, equality of application and match to each child's needs, in the context of gender, race, religion, sexual orientation and disability;
- Ensure that vulnerable children – such as those with special education needs, physical or mental health needs, migrant and refugee children and looked after children- receive sensitive and well-matched behavioural support for their individual needs;
- Ensure appropriate pastoral care for staff accused of misconduct in relation to meeting this policy;
- Be clear on disciplinary powers and actions.

The Behaviour we expect at Austwick School

Children should demonstrate our core Christian values:

- Respect
- Forgiveness
- Love
- Perseverance

Children are expected to:

- Be polite, respectful and helpful to everyone.
- Be co-operative in lessons.
- Be considerate, caring and compassionate towards others.
- Be honest and keen to learn.

- Be a positive representative of the school.
- Carry out responsibilities reliably.
- Work hard to manage conflict
- Show good sportsmanship
- Listen quietly and know when its ok to contribute (hands up, talk partner, etc)
- Sit sensibly
- Be prepared to 'have a go'
- Use their initiative in appropriate ways
- Be responsible and proactive
- Demonstrate excellent behaviour
- Try to remain calm and patient even when things are difficult.
- Give a quick positive response to adult's instructions

Unacceptable Behaviour

- Goading or provoking others and deliberately getting other children into trouble.
- Teasing and winding other children up.
- Spoiling work.
- Not managing temper appropriately.
- Being disrespectful .
- Using swear words, racist language, inappropriate sexual language or calling other children names which upset them.
- Using Social Network sites to abuse, disrespect/bully other children and adults.
- Disrupting lessons and preventing others from learning.
- Taking others belongings.
- Needing a lot of reminders to follow instructions (age/need appropriate).
- Refusing to follow instructions after two warnings and plenty of encouragement.
- Chasing people when they don't like it.
- Calling out.
- Hurting others.
- Negative peer pressure.
- Bullying.
- Bringing the school into disrepute

Dangerous/ Severe behaviour

Any act which puts other people at risk either physically or emotionally:

- Aggressive actions e.g. shoving, kicking, or punching in ways which are likely to injure others at any time (including fighting).
- Violent outbursts of temper in lessons or playground.
- Swearing directly at members of staff or verbally abusing them.
- Misusing objects or equipment in ways which put others at risk.
- Running out of lessons or attempting to leave the premises without permission.
- Deliberate and serious acts of stealing.
- Deliberate, sustained vindictive bullying/victimisation of another person (including racist incidents).
- Wilful damage to property or the work of other children.

Date: September 2025

Review Date: September 2026

