

# **ASHFIELD JUNIOR SCHOOL**



## **BEHAVIOUR POLICY**

**2021-2022**

Written: September 2021 (reviewed due to changes to reward system, Covid response & KCSIE Sept 21).

Date to be reviewed: Sept 2022

Signed (Headteacher):

Signed (Chair of Governors):

# **Ashfield Junior School**

## **Positive Behaviour Management Policy**

### **Introduction**

In their document 'Behaviour and Discipline in Schools- advice for head teachers and school staff', the DfE have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006.

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE (Nov 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined on the school Code of Conduct for staff, governors and volunteers. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers Standards 2011 (updated 2013)'.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

### **Our values and the 'Golden Rules'**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Children are taught strategies for working and playing together through every

aspect of the curriculum, that we provide models and support for good behaviour and that our whole ethos is one of noticing and rewarding positive behaviour.

The school follows the 'Golden Rules' system and these are displayed around the school and in all classrooms. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our positive behaviour management system is built around the principles of the 'Golden Rules' and the values of our school (teamwork, kindness & honesty).

The school expects every member of the school community to behave in a considerate way towards each other. We treat all members of the school community fairly and apply this policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school and wider community.

The school rewards good behaviour through a system of dojos, certificates, stickers, awards and house tokens. The school believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### **The children are expected to follow the 'Golden Rules':**

**We are gentle- We don't hurt others**

**We are kind and helpful-We don't hurt anybody's feelings**

**We listen- We don't interrupt**

**We are honest- We don't cover up the truth**

**We work hard- We don't waste our own or others' time**

**We look after property- We don't waste or damage things**

### **Rewards: Dojos, House tokens, certificates, postcards and awards.**

The Golden Rules run through everything we do at school. The children have the opportunity to earn 5 dojos on a daily basis, 25 over a week. These points are tracked using Class Dojo in every classroom. The children earn points by sticking to the Golden Rules. If a child breaks one of the Golden Rules they may not earn their dojo for that session. Staff also give out additional 'bonus' dojos for anything else that they would like to reward immediately, usually in the classroom.

Teachers will record whether children have earned 'Golden Points' at these times every day:

End of session 1

Breaktime

End of Session 2

Lunchtime

End of afternoon session

## **Golden tokens:**

Golden tokens are also awarded to pupils for 'going the extra mile' with something. If a member of staff feels a child has earned an Extra Mile award they present the child with a golden house point token which is taken to the Headteacher. The token is then placed in the relevant house box. A postcard may also be written by the Head and sent home to inform the family of the child's award if the teacher states this. All golden tokens are recorded in the 'Extra Mile Award Book' and names are read out in every Friday celebration assembly.

House token totals are presented in Friday's celebration assembly. At the end of the year the house with the most tokens receives a special award/prize as acknowledgment of their effort and teamwork.

We also praise and reward children for good behaviour in a variety of other ways:

Classroom treats and choosing from a 'Golden or Reward Box';

Achievement Award certificates in the weekly Celebration assembly;

Stickers for excellent work, effort and progress;

Praise postcards sent home by the classteacher.

## **Sanctions: Earning and losing Dojos and further sanctions.**

If, after 1 reminder a child continues to break one of the Golden Rules they will not receive their dojo for that session. Classteacher then tracks when and how points are not awarded. This information can then be shared and discussed with the child and parents/carers.

When being reminded that they are not keeping to one or more of the Golden Rules, the child will be issued with a warning. This enables the child to focus on improving that behaviour and not be awarded their dojo. If the child rectifies this behaviour, the warning will be removed. If poor behaviour persists having not earned their Dojo they may be sent to a buddy class for 10 minutes 'time out'. If appropriate this 'time out' may be lengthened if a member of staff feels that this is beneficial to a child and helps them to get back on track. If the behaviour continues, or a child refuses to comply with staff requests then a member of the senior management team will be sent for.

Children may also be given a playtime or lunchtime detention by the classteacher if there is disregard for the school's golden rules. This will usually take place on the same day as the incident at the next available playtime/lunchtime. This ensures the child sees the link between the action and the consequence.

If a child misses 10 or more Dojos over a half term a letter is sent home to parents and an individual pupil interview is held. Behaviour is then monitored for the following half term. If 10 or more dojos are missed again then an Individual Behaviour Plan is written with the child and parents with no more than 3 behaviour targets. Progress is then monitored against these targets.

Progress towards these IBP targets is monitored daily and if the class teacher feels that the child has sufficiently improved their behaviour they will be taken off the Individual Behaviour Plan. If the poor behaviour continues then the child and their parents will be asked to meet with the Headteacher to discuss further action.

Lunchtime supervisors also use the same system of warnings and rewards. Lunchtime dojo co-ordinators feedback to class teachers at the end of lunchtime to inform them if everyone has achieved their dojo and

also if anyone hasn't earned it. If a child is persistently losing their dojos for lunchtime they will receive a lunchtime detention. If the issue continues the child may be at risk of lunchtime exclusion.

The school follows Government advice when confiscating items from pupils which is outlined in their document 'Screening, Searching and Confiscation- Advice for Head teachers, Staff and Governing Bodies- January 2018.

The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic and unsuitable images
- Stolen items
- Any articles that the member of staff (or other authorised person) reasonably suspects has been , or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person.

Head teachers and authorised staff can also search (with the permission of the pupil) for any item banned by the school rules which has been identified in the rules as an item which may be searched for. The following are items which are banned by the school under the school rules:

- Mobile phones during the school day
- Digital media devices or similar during the school day
- Jewellery not in accordance with the School Uniform Policy
- Lighters or matches

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, digital media devices etc. Pupils can bring these to school on the understanding that they remain switched off and handed in at the school office first thing in the morning and then collected at 3:15pm.

Staff in this school have the right to confiscate, search and ultimately delete any media which they 'reasonably suspect' is being used to bully or otherwise cause an individual harm. Depending on the seriousness of the media, information may also be reported to the Police.

Staff have the power to search pupils with their consent for any item banned under the school rules. This includes searching lockers and bags.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation- Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to the school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion.

## **Our expectations**

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, 'time out' will be used in a buddy class until they are calm again and in a position to work sensibly with others.

The safety of the children is paramount at all times. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of the session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child receives a consequence. If a child repeatedly acts in way that disrupts or upsets others, the school will contact the child's parents and seek an appointment to discuss the situation.

The school does not tolerate bullying of any kind (peer on peer abuse). If we discover that an act of bullying or intimidation is taking place, we act immediately to stop any further occurrence. All incidents of alleged bullying are investigated and recorded on the school's CPOMS system and the Bullying Log (yellow folder Headteacher's office). The school actively promotes an anti-bullying ethos, taking part in Anti-Bullying week, addressing bullying in assemblies and through class PSHE Jigsaw and Kidsafe sessions.

## **Our responsibilities**

**Classteachers and Teaching Assistants** will ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. They will strive to ensure that all children work to the best of their ability. The classteacher and Teaching Assistant will treat each child fairly and enforce the Golden Rules consistently. They will treat all children in their class with respect and understanding.

If a child repeatedly breaks the Golden Rules, the classteacher seeks help and advice from the Deputy Head, SENDCO or Senior Learning Mentor and if necessary the Headteacher. The child may begin a programme of support and intervention with the Senior Learning Mentor or The SENDCO/ Senior Learning Mentor may liaise with external agencies, as necessary, to support and guide the progress of each child. The SENDCO may arrange for the class teacher to discuss the needs of a child with other professionals. It is important to think about the behaviours a child may be displaying and if this is a way of communicating something to us.

The classteacher will contact parents or carers if there are concerns about the behaviour or welfare of a child.

**The Headteacher** will implement the behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by reinforcing the Golden Rules, implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy. The headteacher will ensure that records are kept of all reported serious incidents of misbehaviour. The headteacher will ensure that all staff are regularly trained in positive behaviour management and specific strategies e.g. Team Teach. All staff can access support and advice to deal with behaviour issues in school from senior leaders and members of the safeguarding team. The headteacher will also ensure that relevant external agencies are accessed to

support children and families if appropriate. This may include the LA Behaviour Support Team, Barnardos, Youth Offending Teams.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Class based staff and senior leaders are all involved in ensuring transition arrangements support all pupils and additional support is put in place to help those pupils who may be experiencing difficulties. Additional visits to the school are in place for those pupils identified as vulnerable during the Summer Term of Y2. Staff meetings take place to share information between Y2 and Y3 staff and the safeguarding teams from feeder Infant schools. The same arrangements are put in place for pupils leaving Y6 to go on to secondary school. Information sharing is key to ensure that this transition is smooth and any particularly successful strategies to manage behaviour are communicated between schools. Within school, information is shared in a similar way between year group staff to ensure that transition to the next year group teachers. The school SENDCO is also involved in all these transition procedures where appropriate.

Pupils can access support from Mrs Thwaites our Principal Learning Mentor and through their own year group staff. This could take the form of playtime and lunchtime support either inside school or on the playground. Nurture sessions are also available for pupils to give time to support their social and emotional developments and emotional literacy. Incidents of poor behaviour can often be a result of a child's frustration or inability to express how they are feeling. Golden Rules target sheets can be used to help a child focus on particular behaviours. Class based staff and senior leaders can be involved in the setting and monitoring of these targets and give support to the child to help them achieve.

### **All adults in school are responsible for managing behaviour around school.**

**Parents** will support their child's learning, and co-operate with the school. We try to build a supportive dialogue between home and school and will inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents should support 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 concerns remain, they should contact the Headteacher. If these discussions cannot resolve the problem, they should contact the school governors. See separate Complaints Policy.

Communication with parents will be through daily in person contact at the start or end of the school day. Phone calls or emails will also be used to keep in regular contact with a parent about an ongoing issue. The school's Dojo system also allows parents to be alerted to concerns via email notifications. Certificates for good conduct and achievement of Dojos will also be awarded and sent home.

**Governors** have the responsibility of setting down these guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy. The governors support the headteacher and will fulfil their role in carrying out these guidelines.

### **Playground and Lunchtime Behaviour**

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between supervisors and teachers is assured through the use of the Dojo co-ordinators (Mrs Morgan & Mrs Caine).

- Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- Mrs Thwaites oversees the work of the lunchtime supervisors, ensuring effective communication, acting as the main contact point with Mrs Frost and ensuring the reporting of incidents to class teachers. She monitors the recording of incidents and informs teachers of anyone requiring attention.

### **Pupil Conduct Outside the School Premises**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 90 of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- Any misbehaviour when the child is:
  - Taking part in any school-organised or school-related activity; or
  - Travelling to or from school; or
  - Wearing the school uniform; or
  - In some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school; or
  - Poses a threat to another pupil or member of the public; or
  - Could adversely affect the reputation of the school.

This school is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- Good order on all transport to and from school and educational visits.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same expectations for pupils on the school premises apply to off-site behaviour.

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff.

### **Dealing with more serious incidents**

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

If a member of staff feels that an incident is more serious and sits outside the dojo system this will be then classed as 'serious unacceptable behaviour'. This is any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.

These are the agreed sanctions for serious and continuous unacceptable behaviour:



1. Removal to another classroom and playtime/lunchtime detention. May be sanctioned by the class teacher.
2. Meeting with parents/carers to discuss the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
3. Placed on an Individual Behaviour Plan to monitor the pupil's behaviour. May be sanctioned by the class teacher and headteacher.
4. Internal exclusion- the pupil is excluded from lessons for a fixed number of lessons/days with Mrs Thwaites or a member of SLT. Parents/carers will be informed at the start of the internal exclusion. May be sanctioned by the headteacher. This takes place in The Kingdom, Mr Bishop's office or Mrs Frost's office. Staff are present to supervise at all times.
5. Fixed term external exclusion- the headteacher may sanction a fixed term exclusion. Parents/carers are informed in writing of the reasons for the exclusion and their right to appeal.
6. Permanent exclusion- the headteacher is the only member of staff who can sanction a permanent exclusion. A permanent exclusion is a last resort and a decision not to be taken lightly. In all cases, parents/carers will be informed in writing of the reasons for the exclusion and their right to appeal.

The serious/continuous unacceptable behaviour ladder of steps is attached at the end of this policy (Appendix 1). This is designed to show pupils and parents/carers where they are on the hierarchy of sanctions within this structure.

## **Fixed term and permanent exclusion**

Only the headteacher (or Deputy Headteacher in the Head's absence) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one school term. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a pupil, the parents are informed immediately verbally and in writing after, giving reasons for the exclusion. At the same time, the headteacher makes it clear that they can, if they wish, appeal against the decision to the governing body. The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed term exclusions beyond five days or cumulative in excess of 15 days in any one term.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The Government supports Head Teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of procedures in place to promote good behaviour and conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be the last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy, a copy of which is available from the school office.

## **The Use of Reasonable Force**

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve 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 the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Governing Body have taken account of advice provided by the DfE- *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an organised school visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will never be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

All staff including teaching assistants, lunchtime supervisors, admin staff and site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

Circumstances in which reasonable force might be used:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.

- Pupils who behave in a way which disrupts a school event or a school trip may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a room where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- To prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

The head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'. See section above.

Unreasonable force:

The type of force which will never be acceptable in our school includes:

- Holding round the neck or any other hold that might restrict breathing;
- Kicking, slapping or punching;
- Forcing limbs against joints (e.g. arm locks);
- Tripping or holding by the hair or ear;
- Holding face down on the ground.

Staff training:

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed. This school uses Team Teach.

Post incident support:

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then decide how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident, the Head teacher and or/ other staff will:

- Ensure the incident has been recorded on CPOMS;
- Decide whether multi-agency partners need to be engaged;
- Hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected. It may also mean the child is excluded;
- Help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- Ensure that staff and pupils affected by the incident have continuing support, if necessary.

Other physical contact with pupils:

This school does not operate a 'No Touch Policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. This includes:

- Holding the hand of a child at the front/back of the line when going to assembly or when alking together around the school.
- When comforting a distressed child.
- When a child is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or coaching’
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs of young pupils or pupils with Special Educational needs who may struggle to apply it themselves appropriately.

## **Allegations of Abuse against Staff and Other Adults Working in the School:**

All children and adults have a fundamental right to be protected from harm. All allegations of abuse will be taken seriously.

The Governors have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment. Our policy is to identify where there are child welfare concerns and to act to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes in behaviour in children. Because of their role however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious.

To fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff, volunteers and other children.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice in the school, reference can also be made to the school’s Whistleblowing procedures.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance ‘Keeping Children Safe in Education’ published by the DfE and the Cumbria Safeguarding Children Partnership core procedures.

Action in the event of a malicious allegation:

If an allegation is determined to be false, unsubstantiated, unfounded or malicious, the LA appointed Designated Officer (DO) will be informed via Cumbria Safeguarding Hub and will refer the matter to the local authority children’s social care services to determine whether the child concerned needs additional services or may have been abused. If an allegation is shown to have been deliberately invented or malicious, the Head teacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned.

Where an allegation is made against supply staff employed by an Agency, the school will take the lead and will collect the facts when an allegation is made. In such cases, we will involve the Agency in any further investigations and follow-up procedures.

## **Covid-19 Response**

As a result of potential school building closure to all but essential worker pupils and vulnerable pupils the school has an additional home school agreement that deals with those behaviours that are needed to keep everyone safe during the pandemic (Appendix 2). All parents & carers and pupils attending the school must read and sign this agreement to state that they will follow the current guidelines and school protocols.

Pupils must sign to say that they will do their best to follow the new school Covid rules.

The school has the right to take disciplinary action against pupils who deliberately or repeatedly go against these rules. This may result in being kept indoors during periods of outside play, internal exclusion or exclusion from school if their deliberate behaviours put others at risk.

The headteacher, on behalf of the school, will also sign to state what the school will do in order to keep everyone in the school community as safe and well as possible.

The school also acknowledges the effect of the pandemic on pupils' mental health and well-being. Support will always be provided for those pupils displaying changed behaviours that are a result of the pressures of the pandemic on their mental health.

The school employs a coach/counsellor to support identified pupils on a 1-2-1 basis where it feels additional external support could be beneficial. This is always in agreement with parents/carers.

## **Policy monitoring and review**

The headteacher monitors the effectiveness of the policy on a regular basis and reports to the governing body, making recommendations for further improvements. Incidents of the Golden Rules being broken are recorded. A record is also kept of any pupil who receives a fixed term or permanent exclusion. The governing body have the responsibility to ensure that the policy is administered fairly and consistently.

The policy is reviewed every two years, or earlier if the governing body receives recommendations on how the policy might be improved.

Appendix 1

**Serious/Continuous Unacceptable Behaviour Ladder 2019/2020**

**Pupil:**

**Class:**

The purpose of this individualised document is to provide an explanation of the upper tiers of Ashfield Junior School's behaviour policy. It is designed to show pupils and parents/carers where they are on the hierarchy of sanctions within this structure. (This system is used where incidents sit outside the school's use of dojos to promote positive behaviour).

If pupils have prolonged periods where they comply fully with the school's behaviour policy then it is possible for a student to be moved back down through the ladder following agreement between the Headteacher and the relevant member of staff.

It is also possible that the seriousness of any specific incident may lead to a pupil being moved through more than one stage of the ladder.

Step	Incident information	Action	Involvement	Any other information (incl date)
1	Serious behaviour incident	Internal Exclusion		
2	Serious behaviour incident	Internal Exclusion		
3	Serious behaviour incident	Internal Exclusion		
4	Serious behaviour incident	Fixed term- 1 day	Initial discussion to be had between HT, DHT, SENDCO & Education Support Manager	
5	Serious behaviour incident	Internal Exclusion		
6	Serious behaviour incident	Fixed term- 2 days		
7	Serious behaviour incident	Internal Exclusion		
8	Serious behaviour incident	Fixed term- 3 days		
9	Serious behaviour incident	Internal Exclusion		

10	Serious behaviour incident	Fixed term- 4 days		
11	Serious behaviour incident	Internal Exclusion		
12	Serious behaviour incident	Fixed term- 5 days	Governors discipline panel	
13	Serious behaviour incident	Permanent exclusion	Governors discipline panel	



COVID-19 Home School Agreement



As a school we are doing our utmost to ensure the safety of pupils, parents and staff. This agreement is part of that procedure.

Child's Name \_\_\_\_\_

Year Group \_\_\_\_\_

**School**  
**The school will do its best to:**  
 Provide an environment which has been risk assessed in response to the COVID-19 infection both for its operation and its premises. Adhere to the social distancing rules as set out by the government as much as we reasonably can. Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs & as far as possible. Contact parents/carers if your child displays any symptoms of COVID-19. Inform you if staff or children in your child's group show symptoms of COVID-19 and the following steps needed in line with Public Health England guidance. Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlined in this agreement. Communicate between home & school through newsletters, text, email, dojo, facebook page & school website.

**Parent**  
**To help my child at school I know & understand that:**

- If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone.
- If my child shows symptoms of COVID-19 at school, I will collect my child from school **immediately**. I will **immediately request a test** and report outcome to school. I understand my child cannot return to school unless there is a negative test or 10 days have passed.
- When dropping my child off and picking them up, I will ensure only one parent/carer accompanies them & will adhere to the social distancing rules, observing any routes marked out around the school site and standing in the correct collection area (UKS2 pupils may go home on their own provided they keep social distancing rules).
- When dropping off, I will **strictly stick to the school timings for my child** (8:40am) and will remain at the designated gate and not enter the school grounds unless invited in.
- My child will not bring any unnecessary items into school from home. They will have a bag, water bottle, packed lunch (if needed) and reading book.
- My child will have their temperature taken during the day if they feel or present as being unwell.
- Staff may have to break the social distancing restrictions to care for your child e.g. first aid
- I will need to remind my child about social distancing rules inside and outside school and **ensure they follow the current government guidelines on social distancing**.
- My child will need to use good respiratory and hand hygiene.
- I will not be allowed into the school without a pre-arranged appointment made via telephone, email or invited in by a member of staff.
- I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis.
- Read all letters/messages/emails that are sent home.
- I need to inform the school immediately of any changes to parents/carer and emergency contacts details.
- If my child is deemed unsafe through inappropriate behaviour, he/she will be sent home immediately and cannot return to school until there is confidence that they can be safe.



**Child**  
**I will do my best to:**

Keep my distance from other children & keep in my group all day.	Not bring things into school from home, or take things home from school that aren't needed.
Tell an adult if I feel unwell.	Cough and sneeze into elbow or tissue.
Walk sensibly to and from school.	Only use the equipment provided to me by school and no other.
Sanitise my hands or wash <b>with soap</b> for 20 seconds at all the designated times	Behave well at all times to maintain the safety of myself and others

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

The most important symptoms of coronavirus (COVID-19)



How can you stop coronaviruses spreading?

<p><b>If you need to cough or sneeze</b></p> Catch it with a tissue Bin it Kill it by washing your hands with soap & water or hand sanitiser			<p><b>You should wash hands with soap &amp; water or hand sanitiser</b></p> After breaks & sport activities Before cooking & eating SCHOOL ETC. After using the toilet Before leaving home				
<p>✓ Try not to touch your eyes, nose, and mouth with unwashed hands</p>	<p>✓ Do not share items that come into contact with your mouth such as cups &amp; bottles</p>	<p>✓ If unwell do not share items such as bedding, dishes, pencils &amp; towels</p>					