



ARCHBISHOP OF YORK'S CE JUNIOR SCHOOL

BEHAVIOUR POLICY

Date Adopted June 2024	Kerry Davies Executive Headteacher	Signature 
Date for review June 2025	Tim Andrew Chair of Governor	Signature 

The Full Governing Body will be responsible for evaluating and reviewing this Policy.

RATIONALE

Through AYJS PRIDE we nurture each individual to flourish, achieve and live out Christian values. This is promoted through our Positive Behaviour Policy. We promote an environment in which children foster positive relationships with their peers and adults. Verbal praise is at the centre of everything we do, ensuring that children understand why they are being praised and how this is great for the whole school community. We ensure that children get opportunities to talk about the importance of good behaviour and the effect it has on themselves and everyone around them.

AIMS

The aims of this Policy are to ensure:

1. a consistent whole school approach to promoting behaviours for learning,
2. all members of the school community understand their rights and responsibilities in promoting a positive learning environment which enables everyone to meet their full potential without disruption to learning, and
3. children and adults have a consistent approach to developing the social and emotional aspects of learning which underpin positive behaviour and effective learning.

RULES AND EXPECTATIONS

At AYJS, we have clear structures and systems in place to ensure a consistent whole school approach to promoting positive behaviour. These has been shared with stakeholders and made available on the school's website.

We have four whole school rules displayed in classrooms which are regularly referred to:

1. We follow instructions.
2. We keep our hands and feet to ourselves.
3. We speak, listen and act with respect.
4. We treat others as we would wish to be treated ourselves
("Matthew 7 v12 – do unto others as you would have them do unto you").

REWARDS

At AYJS, we promote a positive ethos and reward children for making good choices and showing considerate behaviours.

A number of extra activities throughout the school year, which children may have the opportunity to participate in, are seen as a special privilege. Children being selected for or taking part in such activities are dependent on them adhering to school rules and demonstrating AYJS P.R.I.D.E. (Positive, Respectful, Inclusive, Determined, Engaged).

HOUSE POINTS

Every member of the school is allocated membership to a 'house'. House points can be earned and awarded for:

- showing respect,
- positive behaviour,
- making good choices,
- being a good role model
- academic and sporting achievement

House points are recorded on Class charts and are collected on a weekly basis. A House cup is presented weekly. At the end of the year the winning House will be rewarded with a treat.

SANCTIONS

At AYJS, there is a clear hierarchy of sanctions when children make inappropriate behaviour choices. When inappropriate behaviour is observed, a child is given a verbal reminder of the behaviour choices that they should be making. If a child continues to make the wrong choices, they are placed on the following stepped hierarchy:

- Step 1 A verbal warning is given. This may be recorded by the class teacher.
- Step 2 A yellow visual reminder card is given to remind children to 'make the right choice' with the acknowledgement that sanctions will follow (if the behaviour persists). This could be accompanied with a move away from the group / rest of the Class. Once this has been successfully achieved the yellow card will be withdrawn.
- Step 3 The child is issued with the red 'stop' card visually or verbally and takes the card with them as they go to work in a separate area for an appropriate period of time determined by a staff member. Parents / Carers will be informed, via the class teacher, of their child's inappropriate behaviour.

The School adopts a severity clause for particular behaviour which may jeopardise the safety of themselves or others. The child is sent to the Headteacher or Assistant Head who makes a phone call home and decides the best course of action.

On occasions, children may jump up the hierarchy e.g. violent behaviour. In such instances the Headteacher may decide to use:

1. Loss of a special privilege
2. An 'internal exclusion' where the child works in isolation for a fixed period of time.
3. An 'external exclusion' where the child is sent home with work for a fixed period of time.

If an 'external exclusion' is deemed necessary a letter will be sent to the parents / carers setting out all the circumstances and advising them that they may have the right of appeal to the Governing Body and / or the Local Authority (LA). The Chair of Governors will be informed. The LA will also be advised in the case of any fixed term or permanent exclusion.

When children are experiencing difficulties in making the right choices over a period of time a behaviour contract may be drawn up. It will include clear and simple targets as well as rewards and sanctions that have been agreed by all parties, i.e. child, class teacher, parents / carers, Headteacher and Pastoral Lead / SENCO.

The School takes full account of the Single Equality Act 2010 and staff work to help all children

succeed whilst considering the needs of each child individually.

RESTRAINING PUPILS

All members of staff are aware of the regulations regarding the use of reasonable force to control or restrain pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH needs. It may be helpful for adults to think of such children as struggling to handle something difficult/communicating an unmet need, and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'. Such children may require specific provision which is in addition to / different from most of their peers.

Such provision should be planned with the SENCo and may include:

- Regulation times – access to a quiet area, in class 'regulation zones' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
- Support from CYC well-being service and/or ELSA
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)

MONITORING AND EVALUATION

The Senior Leadership Team and the Full Governing Body have responsibility for monitoring and evaluating the impact of this Policy.