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Anton County Junior School

Behaviour and Expectations Policy

Date created: June 2025	Head Teacher: Kerri Culver
Review period: Annual	Next due for review: September 2026
Chair of Governors: Dharmesh Mistry	

Anton Junior School Vision and Values

We want the children of Anton Juniors to **REACH** for their ambitions in life through being Resilient, Empowered, Aspirational, Curious and Honourable.

Resilient

Being resilient means our children are confident to take risks and challenges in their learning with the ability to overcome barriers they may face.

Empowered

Being empowered means our children have more confidence when making choices in their learning and when in social situations.

Aspirational

Being aspirational means our children have a strong desire for success and achievement.

Curious

Being curious means our children have a thirst for learning new skills and knowledge in different ways throughout the entire Anton curriculum.

Honourable

Being honourable means our children have respect, honesty and fairness when becoming active members of their school and wider community.

At Anton Junior School, we set high expectations for our pupils and are aspirational for them in relation to all aspects of their learning and conduct. Within our Anton values, we promote independence and growth mindset; we expect pupils to embrace the opportunities provided for them to grow emotionally and socially to become the very best version of themselves.

To that end, our Anton values underpin how we develop pupil character and transferable behaviours. These underpin all that we do and are deeply embedded in practice throughout the school day. It is intrinsically linked to our Attendance, Teaching and Learning, Pupil Premium Statement and Safeguarding Policies which should be read in conjunction with this policy. It also takes into account the Keeping Children In Education Safe guidance and the Government's Behaviour in Schools Advice for Head Teachers and School Staff (September 2022).



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The Aims of the Policy

- To develop a positive, stimulating, and caring environment where each individual is valued and respected.
- To promote self-discipline and proper regard for authority among children.
- Develop self-esteem in individuals.
- Work towards a collective commitment to maintain and develop positive attitudes in school.
- To promote children's voice and contributions to our school.
- A restorative and relational approach.

We understand that the first step to modelling good behaviour is to lead by example, which means all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally.

We work hard to ensure that there is consistency across the school, without discrimination, taking into account SEND needs as well as the additional challenges some vulnerable children may face.

Underpinning Principles

Our approach embraces restorative practice. *Therefore we:*

- Give everyone a voice and include all parties
- Empower all parties through effective communication
- Restore relationships in a just and fair way
- Encourage the expression of emotion and feelings
- Work proactively, more than reactively

Our expectations for behaviour are very high. *Therefore we:*

- Teach children that they may not interrupt their own or others' learning
- Plan and deliver lessons which meet children's individual learning needs to maximise their interaction and engagement with the lesson
- Recognise that meeting children's learning needs through high quality task design and adaptation is the priority

Our expectations for behaviour are consistent. *Therefore we:*

- Teach children about our expectations and model these to them
- Support children pro-actively who may be vulnerable at less structured times of the day
- Use the same rewards and sanctions consistently throughout the entire school day by using the success ladder and referring to the school values



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The responsibility for setting high expectations for good behaviour rests with everyone. **'Behaviour is Everybody's business.** *Therefore we:*

- Expect and train all staff to deal proactively with behaviour, by celebrating the positives and making clear when behaviour is not in line with the school expectations and values.
- Model consistently the behaviours we expect to see shown by the children
 - Using greeting and smiles
 - Using manners
 - Using polite actions
 - Speaking respectfully to other adults and children at all times

Behaviour management is positive. *Therefore we:*

- Recognise that the vast majority of pupils behave well
- Maintain a positive learning atmosphere
- Focus on behaviours for learning

Pastoral Support and Wellbeing Care Team

We have a proactive pastoral support team who are out of class every day to support the mental health and wellbeing of our children. Their role is key to providing the help a child or group of children may need throughout their time at Anton Junior School.

They provide:

- Individual ELSA (Emotional Literacy Support)
- Anti-Bullying Ambassadors
- Nurture (Leopard Club) and Thrive Support individually or within small groups
- 1:1 check-ins with children as needed
- Break and Lunch support – including an invitation only lunchtime club
- Sensory Support and Active Breaks
- Restorative Conversations and Problem Solving

Key Responsibilities to maintain relationships and behaviour support

In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

The Head Teacher will:

- Implement the positive relationship and behaviour support policy, reinforcing the need for consistency throughout the school.



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- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers to support their child when needed.
- Liaise closely with the pastoral and wellbeing team.
- Support staff when dealing with behaviour that can feel challenging.
- Praise and encourage positive behaviour with rewards and dedicated assemblies.
- Ensure all staff have regular training on behaviour, SEND and mental health.

Staff Responsibilities:

- Demonstrate unconditional positive regard for all and value every individual in our school community.
- Commit to teaching children our rules, values and learning behaviours.
- Create a safe and stimulating environment for children, rooted in mutual respect and care.
- Create a class code of conduct and refer to it regularly.
- Always model expected behaviour in relationships with each other and children.
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action.
- Work towards understanding reasons for behaviours that feel challenging by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair, acting in accordance with this policy and individual behaviour management plans.
- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations.
- Plan, prepare and lead engaging experiences for all pupils, appropriate to the varied needs present and considerate of the safety of the whole group.
- Keep learning areas and resources tidy and well organised.
- Develop strong attitudes of self-worth and respect for others.
- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of behaviour on CPOMS in a timely manner), attending relevant meetings and training, and following the staff Code of Conduct
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children.

Children's Responsibilities:

- Be ready to learn
- Be respectful of themselves, others and property.
- Make safe choices at all times of the day.
- Listen to and follow instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Complete homework and hand it in on time.
- Keep their classroom tidy and carry out any classroom or school responsibilities well.
- Communicate honestly and ask for help when they need it.
- Be willing to be reflective to change behaviours.
- Try their best at all times.

Parents/Carers Responsibilities:

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about them.
- Support the school's system of praise and consequences.



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- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for any absences.
- Ensure their child comes to school appropriately dressed and equipped.
- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- Share any concerns with the school so we are aware and can respond accordingly.
- Help sustain their child's efforts and achievements and ensure that homework is completed on time.
- Encourage their child to develop an appropriate level of independence.

Governors will:

- Support with the implementation of the policy.
- Speak to children and parents about our policy.
- Provide advice to the Head Teacher regarding disciplinary issues, suspensions and exclusions, if appropriate.
- Review the effectiveness of the policy.

Managing behaviour during learning time

Our Steps towards Excellence

Each classroom displays our 'Steps towards Excellence' as a visual representation of the positive choices we make.

Every day is a fresh start for every pupil and the steps enable the children to see how effectively they are working towards excellence in all areas.

Celebrate with Miss Culver	Gold Sticker	<ul style="list-style-type: none">* Outstanding piece of work (any subject)* Consistently showing school values in all they do* Consistently showing positive behaviour
Celebrate with SLT	Silver Sticker	<ul style="list-style-type: none">* Showing excellence in one of our school values* Showing positive behaviour around school* Sharing a piece of work they are proud of (any



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		subject)
Celebrate with my teacher	Teacher sticker	* A good piece of work showing small steps towards individual targets * Being polite, respectful and kind in class/ outside * Modelling one of our school values
Superstar!	Superstar sticker	* Being polite, respectful and kind in class/ outside * Modelling one of our school values
Reset		

House points

Children are placed in one of the four houses. These houses are named after an important God/Goddess from a history unit within our curriculum: Athena, Mars, Odin and Ra.

We earn house points by:

- Working as a team
- Showing kindness to one another
- Contributing well in class
- Showing respect to ourselves and others
- Holding doors open for others
- Saying 'please' and 'thank you'
- Keeping our school tidy
- Helping others
- And many other things that show you are being a respectful and a helpful member of our team.

House points are counted each week, and the winning team is announced in our Achievement Assembly on a Friday. The winning house for each term has a non-uniform day.

Achievement Certificates

An Achievement assembly is held every Friday morning to celebrate:

- 2 children from each class showing our focused school value
- Reader of the week
- Handwriting pen
- Rainbow certificate
- Sports events
- Highest class attendance



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- Diamond Dustpan

Strategies for Managing Negative Behaviour

At the core of our approach is the understanding of behaviour as a form of communication, and it is driven by feelings. We recognise that negative experiences create negative feelings and that negative feelings can create negative behaviour. It is the responsibility of every adult therefore to seek to understand the reason why a young person is presenting negative behaviour and try and change the circumstances in which the behaviour occurs. This is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, rather than just suppressing or punishing the behaviour. When deciding on consequences and their duration, staff must consider the impact on learning, the impact on other children and the school community, and on the frequency and severity of incidents. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions, particularly as the severity grows. Where behaviour is persistent and/or challenging: regular check-ins may be necessary with senior leaders; an Individual Behaviour Management Plan (IBMP) may need to be written and reviewed; a risk assessment may need to be written; advice from external agencies may need to be sought; pastoral intervention may also be needed; counselling may need to be considered; or other individual measures put in place to support the child and situation.

Consequences may include:

- Non-verbal signals.
- Verbal warnings.
- Making changes to provision, such as changing where the child is sitting.
- Working in another classroom for a short time.
- Speaking with a senior member of staff, ultimately the Head Teacher.
- Putting in place regular check-ins with senior leaders to enable children to regularly reflect on their choices and encourage them in their improvements and learning.
- Removal from activities, including lessons, break times, lunch times, trips or other special times – this may be issued by any staff member.
- Telephone call to, or meeting with, parents.
- Internal suspension, whereby children are removed from lessons and/break time and work independently away from their class – this can be issued by the Senior Leadership Team.
- Fixed-term suspension. The child will need to stay at home for a fixed period of time, with schoolwork provided to ensure continuity in learning. This can only be issued by the Head Teacher.
- Permanent exclusion. This will be in accordance with Hampshire Guidance, and in conversation with the governing body.

Playground and Lunchtime Behaviour

In the playground, we expect the children to play fairly and sensibly. Staff supervising play/lunch time are responsible for supporting children in meeting this expectation. They should encourage children to resolve incidents between themselves if appropriate. They will report to class teachers where disputes have occurred as part of the normal 'handover' conversations when children are collected from the playground. If an incident requiring a consequence occurs, the consequence should be given as soon as possible/appropriate, then this should be reported to the class teacher and recorded as appropriate.



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A proactive approach is needed to prevent negative behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children could be redirected if a situation is becoming a problem, such as a game becoming too heated. Use of 'walk with me' is useful to allow a child space to calm down and regulate, but also to allow them to observe other children playing appropriately. Staff can use this time to talk to the child about behaviour choices and show how others are playing well and safely together.

If behaviour persists or a child is unwilling to be supported by the lunchtime staff, support should be gained from the class teacher, pastoral and wellbeing team, Senior Leadership Team or Head Teacher. Children who continue negative behaviours at lunch time or towards our lunchtime staff will face an internal lunchtime suspension. The child will be expected to discuss the incidences with the Head Teacher and then do work under the direct supervision of the Head Teacher. Parents will also be informed of the situation.

Recording Behaviours

All school staff are responsible for ensuring negative behaviour is recorded/logged appropriately. This supports building a full picture of an individual child, which in turn can help to plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils. We use an online system called CPOMS for this purpose. We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies above. But all behaviour that requires a protective or education consequence, or where a child is persistently repeating unsettled negative behaviour (over several days or within a single day) must be recorded and shared with parents. For children where they persistently or frequently require a consequence, the school will consider putting in place a personalised behaviour support plan. The child may also have a SEND profile which outlines the additional support or different logging systems in plan appropriate to their needs.

We identify some children need additional support. Therefore, we implement one or more of the following:

- Individual Learning Plans
- Individual Behaviour Management Plans
- Support and Achievement Plans
- Risk Assessment (ensuring the risk to themselves and others is minimised as much as possible)
- Extra adult support where available
- Lunch clubs (where the lack of structure of lunchtimes can be a trigger)
- Social, emotional and mental health support and intervention

Where internal measures require further development, in partnership with parents/carers, we can make referrals to one or more external agencies such as:

- Children's Services
- Primary Behaviour Support
- Mental Health Support Team
- CAMHS
- Family Support Service
- Virtual School (for children in care and adopted children)



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- Hampshire Inclusion Support Service
- Hampshire Specialist Teacher Advisory Service
- Hampshire Inspectorate and Advice Service
- Educational Psychologist
- Specialist provision outreach e.g. Norman Gate

Inclusion

Anton Junior School is an inclusive school, where every child matters. We believe that our role as educators is to support all children in successfully and safely being part of our school community. We understand that all behaviour is a form of communication, and that challenging behaviour, especially when persistent and extreme, may be communicating that a child requires additional support. We will never ignore undesirable behaviour, and will sanction such behaviour accordingly, however, following a sanction, we will investigate any possible underlying causes and support with separate interventions where applicable.

All staff are trained in co-regulation and vital relational functions, and use this to support the de-escalation of children, helping them to self-regulate. Sometimes a pupil may need a longer term package of support, which could include the involvement of external agencies, these include: Hampshire Primary Behaviour Service, Hampshire Inclusions, Hampshire Educational Psychology services, local outreach and the SEN team.

To this end, our school is committed to supporting complex need and vulnerable pupils with educational practices which **Protect, Relate, Regulate and Reflect;**

Protect

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door or gate and an open-door policy for informal discussions with parents/carers as needed

Staff trained in strategies for interaction being warm, emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze).

A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically).

Staff 'interactively repair' occasions when they themselves move into defensiveness.

Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.



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Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and children who have experienced significant trauma in a kind and non-judgmental way from difficult or triggering situations (e.g. children who are continually triggered into alarm states in the main playground can access a calmer, smaller area or club with emotionally regulating adults)

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.

Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions (such as Thrive, Lego Therapy, ELSA) that aim to support where there may have been traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnt out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

Reflect

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Provision of skills and resources (MHST/CAMHS/PBS) to support parents and staff in meaningful empathetic conversations with vulnerable children who want to talk about their lives.

PSHE (Personal, Social and Health Education) as preventative input, informed by current research psychological and neuroscience) on mental health, relationships, emotions, social media and tools needed for effective personal, social and emotional development. Curricular content enables children to make informed choices about how they relate to others, how to make informed choices, and how they treat their brains, bodies and minds.



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Communication with Parents and Carers

We ask parents and carers to trust our professional judgement. Rest assured we do not label or judge children; much like in their lesson learning, we view behaviours, both positive and negative, as learning opportunities.

Following our Success Ladder and processes, there are specified times when we will need to inform parents/carers of their child's behaviour, so that they are aware of the school's response and can support the school with reinforcing the messages at home.

- Continued low-level disruption to learning, or a reflection time will trigger an informal conversation with the parent/carer from the class teacher. We ask that parents and carers discuss this with their child at home.
- Ongoing reflection times recorded across the half term will result in a conversation with a member of the Senior Leadership Team (SLT). At this stage, parents and carers may consider sanctions at home to support the school.
- Any immediate reflection/isolation time will result in a phone call from the teacher or Leadership Team. Due to the nature of these incidents, we would ask parents and carers to take these matters seriously. At this point, parents and carers should implement sanctions at home to support the school.

It is our aim to investigate and respond to serious behaviour on the same day. However, there are circumstances where it will take longer. In this scenario, we will inform parents and carers that we are dealing with an incident, so that if your child is upset or concerned, you are informed. We ask that parents and carers give us time to complete the investigation and outline our response. There are occasions when you may wish to contact the school to share information regarding behaviour. This should be done via the class teacher in the first instance.

Bullying Behaviours (see also AJS Anti-Bullying Policy)

The governors, staff and children of Anton Junior School accept the following definitions of bullying:

- *“Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.* (DfE “Preventing and Tackling Bullying”, July 2017).
- The AntiBullying Alliance defines bullying as *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying behaviour then is deliberate and repeated.*

It is helpful for staff, parents and carers and pupils to have an awareness of what bullying might look like:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding possessions, threatening gestures, ridicule,



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humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online – posting on websites/ social media, sharing photos, sending nasty text messages, social exclusion, posing as others
- Indirect - Can include the exploitation of individuals.
- Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully.
- Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.
- **Banter, though children and adults should be aware of the following distinctions:**
 - Friendly Banter- there's no intention to hurt and everyone knows its limits
 - Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
 - Malicious Banter- done to humiliate a person; often in public
 - Prejudice Related Bullying.

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of the 'protected characteristics':

age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour, nationality, ethnic or national origin including Gypsy, Roma Travelers or religion, belief or lack of religion/belief; sex / gender; sexual orientation.

As part of the requirement on schools to promote fundamental British Values, schools must proactively challenge derogatory and discriminatory language and behaviour, including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

We will always record these types of bullying, even one-off incidents. All prejudice-related incidents are logged in our school information system as 'prejudice-related'.

Physical Restraint

If a child's behaviour means that their own safety or the safety of others is in danger, then staff may be required to use physical restraint to make them safe; this will closely follow our physical restraint policy (available on our website), which is in line with Hampshire County Council Policy and Guidance for schools on 'Restrictive Physical Intervention'.



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Statutory Requirements for the Policy

Searching and Screening

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
2. Power to search without consent for 'prohibited items' including:
 - Knives and weapons
 - Alcohol
 - Stolen items
 - Fireworks
 - Pornographic images
 - Illegal drugs
 - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
3. Weapons and knives and extreme or child pornography must always be handed over to the police.

If, and when, an item is confiscated from a pupil, a Pupil Risk Assessment may need putting into place for that child to help reduce and control the risk of future incidents.

Use of reasonable force

School staff have a legal power to use force, and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) As mentioned above, schools generally use 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.
- (v) 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.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.



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Following the use of any physical intervention, there will be a restorative discussion with any staff and children. Parents/carers will also be contacted and invited to talk through the situation. Children who regularly present challenging physical behaviour will be closely monitored by the pastoral and wellbeing team and Senior Leadership Team. Often, an individual behaviour plan and risk assessment will be put in place for these children to help reduce the need for physical intervention and use of reasonable force.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). Each incident is considered on a case by-case basis.

Anton Junior School are clear that any sexual violence and sexual harassment is never acceptable and will not be tolerated. We challenge all inappropriate language and behaviour in school and demonstrate and model manners, courtesy and dignified/respectful relationships at all times.

Please refer to our Safeguarding Policy, Child Protection Policy and the Keeping Children Safe in Education Guidance on our website for further information.

Behaviour Incidents Online

At Anton Junior School, we expect children to follow the same high expectations of appropriate behaviour online as apply offline and everyone should be treated with kindness, dignity and respect. Most online behaviour incidents amongst children occur outside of the school day and off the school premises. We are clear that parents are responsible for their child's behaviour at these times. However, if there are repercussions for the orderly running of the school, when the child is identifiable as a member of the school, or if the behaviour could adversely affect the reputation of the school, we may sanction the children involved.

Mobile Phones

We know that children, especially in upper KS2, may have their own mobile phone. Children may bring their mobile phone to school after their parent/carer has completed the relevant form to give permission. All mobile phones must be handed into the school office as the child arrives in school and cannot be accessed during the school day. Children will be handed their mobile phone back by an adult in school as they leave the premises at the end of the school day.

Suspected Criminal Behaviour

If a member of staff suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering only enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. If a report is made to the police, we reserve the right to continue investigations and enforce our own sanctions, if needed, whilst not causing any conflict with the police action.



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Malicious Allegations

At Anton Junior School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated confidential. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in Dealing with allegations of abuse against teachers and other staff. Pupils who are found to have made malicious accusations against school staff will be dealt with appropriately and parents will be informed of the course of action.

Exclusion

Internal Exclusion/Isolation

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or another supervised space within the school.

Temporary / Fixed-Term Exclusion (also known as a suspension)

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

Reasons for Exclusion

Our "Anton Expectations" are in place to ensure the safety of all children and adults in the school community. Exclusion may be the result of persistently breaking the school rules or of a serious single incident.

Whilst all inappropriate behaviours cannot be listed, please note that the following behaviours may lead to pupil internal or external (fixed term/ permanent) exclusion:

The use of physical aggression/violence towards a member of the school community; the deliberate damage and/or vandalism of school property; the use of verbally aggressive/ threatening language towards a member of the school community.

All incidents will be dealt with on a personal basis considering the specific circumstances, the intent of the child, including taking into account any special educational needs and/or vulnerabilities.

These rare cases will be dealt with in accordance to Hampshire guidance and decisions will be made, by the Headteacher, in consultation with Hampshire Inclusion Service. The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may also take place about key incidents with the Chair of Governors.

Further guidance can be found via the link below:

<https://www.gov.uk/government/publications/school-exclusion>



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Managing Behaviour

To ensure behaviour is managed effectively, there is continuous professional development for all staff, ensuring we are all as well equipped as possible to meet the needs of every single child.

This takes place via:

- Regular support and feedback from myself and the leadership team
- Regular twilight sessions (after the school day)
- Weekly morning briefings
- External agency training e.g. Primary Behaviour Support
- Peer support
- INSET days

Linked policies:

Child protection

Safeguarding

Anti bullying

Physical restraint

PSHE

Social Media

SEND

Appendices

1. Our Steps Towards Excellence
2. Trauma and ACEs
3. PBS 'Helpful Hints'
4. Individual Behaviour Management Plan



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Appendix 1 – Our Steps Towards Excellence

 <p><i>Celebrate with Miss Cúlver</i></p>
 <p><i>Celebrate with SLT</i></p>
 <p><i>Celebrate with my Teacher</i></p>

<p>You're off to GREAT PLACES! Today is YOUR DAY! Your mountain IS WAITING So...get on YOUR WAY! - DR SEUSS -</p>



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Appendix 2 – Information on Trauma and Aces

Trauma

ACEs (Adverse Childhood Experiences)

Attachment

Examples of ACEs/Traumatic events

- [Experiencing emotional, physical, and/or sexual abuse.](#)
- Living with someone who abused drugs or alcohol.
- Being exposed to domestic violence.
- Living with someone with serious mental illness.
- Living with someone who has been incarcerated.
- Losing a parent through divorce, abandonment, or death

Impact of ACEs/Trauma on a child's brain

- If a person is in a constant state of fear or stress, their brain may adapt to survive within this environment
- This may lead to impaired development of areas of the brain involved in logical thinking (such as the prefrontal cortex) and memory (such as the hippocampus)
- On the other hand, areas involved in emotional responses (such as the amygdala) become more active, resulting in that person becoming more vigilant to threatening information
- Together, these changes may result in difficulties in regulating emotions, making decisions, and managing stress

What can this look like in school?

Children with ACEs may show they are feeling overwhelmed or triggered in two main ways:

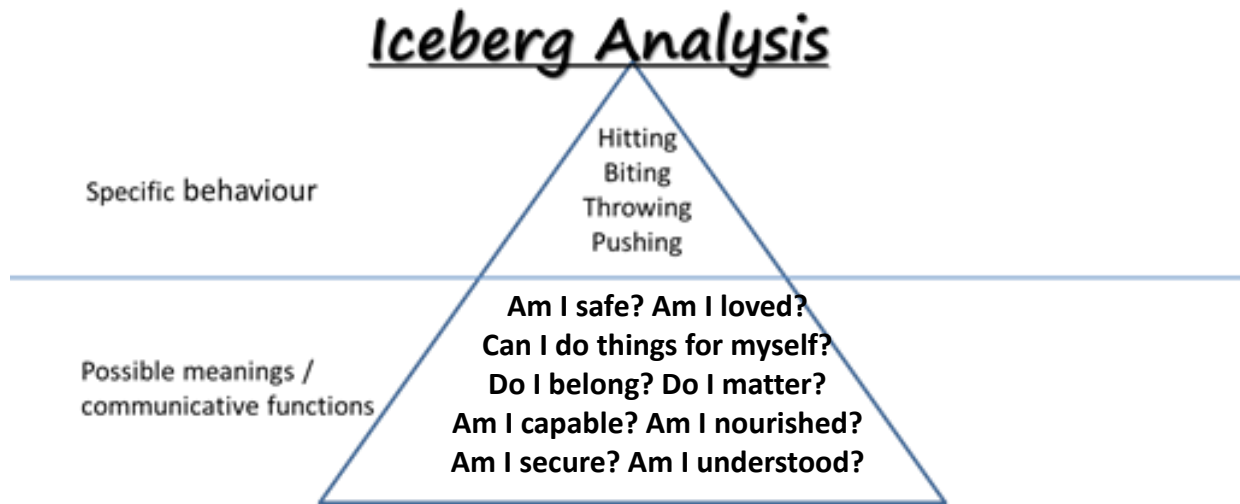
- Hypoarousal - shutting down, zoning out, glazed eyes, not talking
- Hyperarousal - showing a strong emotional response (crying, shouting, hitting etc)

Ultimately, in order to survive, these children have adapted, internalised and often learnt unhelpful behaviours, particularly if the adult role models around them have not been able to show them a different way to manage feelings and emotions.



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Some of the ways in which we support these children?

Due to the complexity of need for these children and the impact of trauma on the developing brain, traditional 'cause and effect' behaviour strategies are ineffective and can often result in further detriment to their emotional development, and ability to regulate emotions.

Every one of these children requires a bespoke approach to managing behaviours, through learning how to identify and regulate emotions in an appropriate way. However, this cannot happen until the child feels they can trust, feels valued, feels cared for and feels safe; all of which take a great deal of time and support.

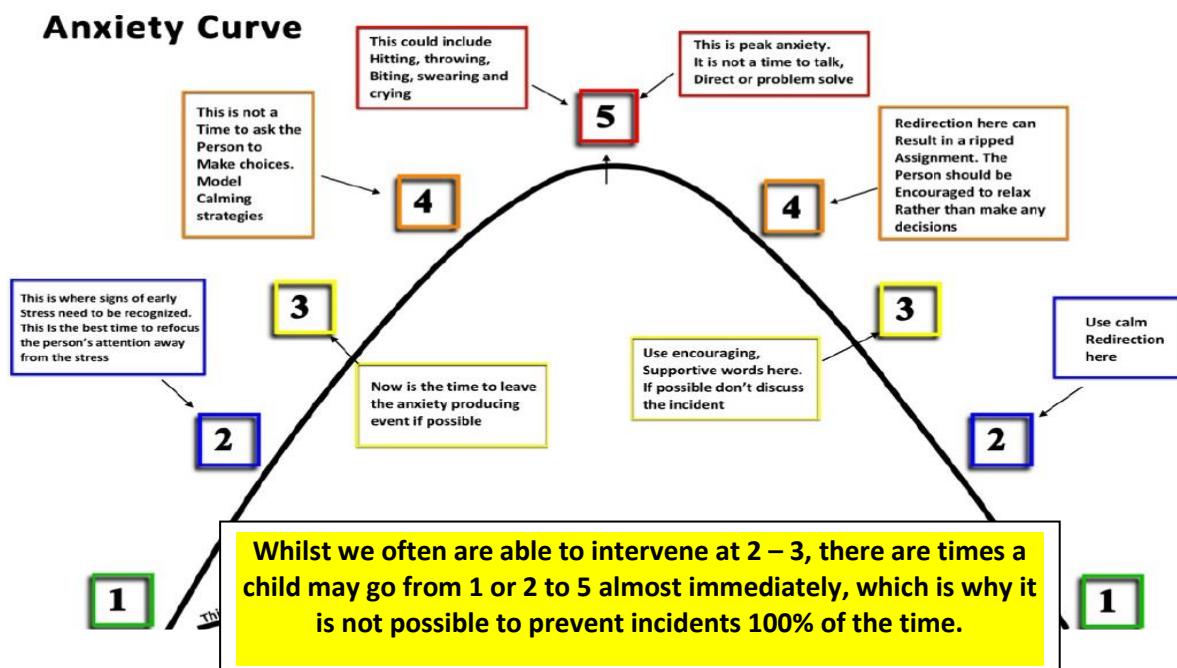
We do ensure there are consequences and time spent reflecting on and recognising when incidents have taken place that are unacceptable, particularly where the child has hurt another, but this may look different compared with other pupils. For example, when a child is highly dysregulated and unable to self-regulate, we would focus on keeping that child, and others safe using a range of strategies such as attuning and co-regulation. It would not be appropriate to impose a consequence immediately or attempt a restorative conversation, as this would have zero impact and could in fact escalate the behaviours. We would wait until either later in the day, or even the following day to allow the child to reflect, process and learn from the restorative process and consequence.

See the image below to further explain:



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Another part of the process for supporting **all** of our children, is continuous professional development for all staff, ensuring we are all as well equipped as possible to meet the needs of every single child.

This takes place via:

- Regular support and feedback from myself and the leadership team
- Regular twilight sessions (after the school day)
- Weekly morning briefings
- External agency training e.g. Primary Behaviour Support
- Peer support
- INSET days

Further internal processes and support in place:

- Individual Learning Plans
- Individual Behaviour Management Plans
- Support and Achievement Plans
- Risk Assessment (ensuring the risk to themselves and others is minimised as much as possible)
- Extra adult support where available
- Lunch clubs (where the lack of structure of lunchtimes can be a trigger)

Referrals to and support from external agencies such as:

- Children's Services
- Primary Behaviour Support
- Mental Health Support Team
- CAMHS
- Family Support Service
- Virtual School (for children in care and adopted children)
- Hampshire Inclusion Support Service
- Hampshire Specialist Teacher Advisory Service
- Hampshire Inspectorate and Advice Service
- Educational Psychologist



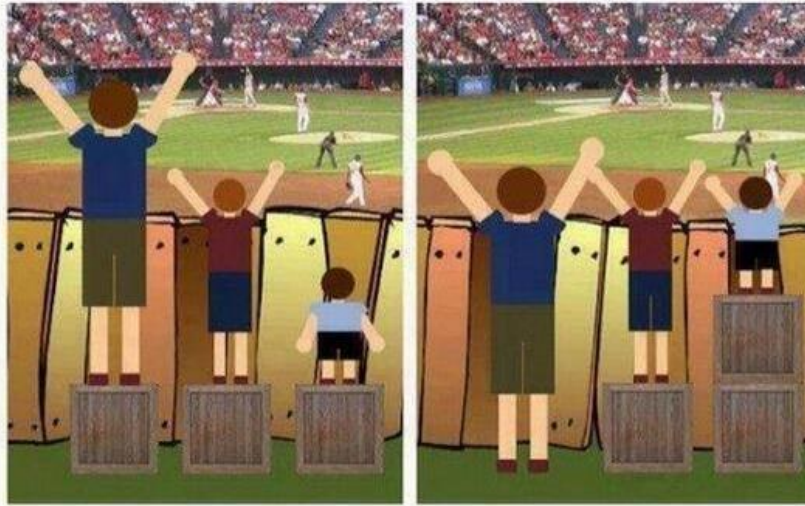
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- Specialist provision outreach e.g. Norman Gate

EQUAL

FAIR



Sources and further information:

<https://uktraumacouncil.org/resources/childhood-trauma-and-the-brain>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/trauma/>

<https://hampshirecamhs.nhs.uk/video/adverse-childhood-experiences/>

<https://learning.nspcc.org.uk/child-health-development/attachment-early-years>

<https://www.youngminds.org.uk/media/hvzd11j0/trauma-informed-schools.pdf>

<https://pbs.hants.gov.uk/>



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Appendix 4 – Individual Behaviour Management Plan

Individual Behaviour management Plan	
Name	
DOB	
Plan start date	
SEN	
About the child	
Known triggers	
Desired outcomes	
Changes to environment	
Skills to teach	
Reinforcement of desired behaviours	
Pro-active strategies	
Reactive strategies	
Other agency involvement	
Date	
Review 1	
Review 2	
Review 3	
Review 4	



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Parents Signature	
Staff Signature	