

# BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES (JS)

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**Authors:** JS Headteacher

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## 1. SHARED EXPECTATIONS

Children work and behave best when they are happy. It is essential that there is a partnership between The Junior School and our parents so that the same messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them. Our aim is to actively foster good behaviour using rewards, the positive discipline philosophy, high expectations and simple rules. Children learn most effectively when they know what they are supposed to do and when they are constantly encouraged to do it. This document sets out a clear set of consequences for children who are unable to follow clear rules and choose to misbehave. This is a necessary element of any school's approach to discipline, but our emphasis is firmly on positive encouragement of good behaviour.

We are committed to a whole school approach to discipline, following the principles of the Positive Discipline philosophy. Positive discipline is a program that is designed to teach young people to become responsible, respectful, and resourceful members of their communities. It is a philosophy that includes the students, the parents and the staff. The tools and concepts of positive discipline include:

**Mutual respect** – Adults model firmness by respecting themselves and the needs of the situation and kindness by respecting the needs of the child.

**Identifying the belief behind the behaviour** – Effective discipline recognizes the reasons children do what they do and works to change those beliefs, rather than merely attempting to change behaviour.

**Effective communication and problem-solving skills.**

**Discipline that teaches** – and is neither permissive nor punitive.

**Focusing on solutions instead of punishment** (this does not mean there are no consequences).

**Encouragement (instead of praise).** Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment.

Although the Positive Discipline philosophy teaches children to be intrinsically motivated to be responsible, respectful and resourceful, there are times when rewards and consequences are given. These may differ slightly according to the age and maturity of the children, but the overall procedures are the same throughout school. This document is split into three sections.

These consider:

1. High expectations and rewards- how good behaviour can be encouraged.
2. Response to poor or inappropriate behaviour.
3. Breaktimes

At the start of the year, teachers should agree on a set of class agreements with their class. These should be based on, in KS1, the Golden Rules (Jenny Mosley) and in KS2, the 3Rs. These agreements should be clearly displayed and used to guide the children into the desired behaviour. In addition class jobs are distributed, allowing children to take on roles of responsibility and to feel part of the community.

The 3Rs were established in association with the staff and the pupils. The 3Rs are Respect, Responsibility and Relationships and encourage the children to become autonomous in respect of their behaviour both in class and around the school. Clear guidance on the expectations are displayed in each classroom under the three headings. Sometimes, however, a child is asked to complete a 'reflection sheet' with the Assistant Heads. Reflection sheets are copied and sent home in the planner.

Assistant Heads also keep a copy for record keeping purposes and in order to track and review behaviour throughout the year. Children are encouraged to take responsibility for their actions and to be solution focused. Class meetings help children feel a shared responsibility to solve problems with cooperation and mutual respect. Children are reminded of the expectations and the 3Rs process at the beginning of each year and throughout the year.

### 1.1. HIGH EXPECTATIONS AND REWARDS

The most important aspect of any school Policy is the consistent expectation of good behaviour from all school staff- teaching and non-teaching. The emphasis is promoting and where applicable rewarding the positive. This will be constantly reinforced in the classroom, in assemblies, around school and on the playground. Children will be rewarded for demonstrating good behaviour, good manners, friendliness and consideration and respect for others. Reward systems will vary according to the age of the children, but it is vital that all staff share the same values and are pro-active in developing these attitudes in all pupils.

#### Junior School Behaviour Policy – Rewarding Positive Behaviour

The following chart illustrates the ways children are rewarded for positive behaviour in different year groups.

Year Group	How
Year 1	Stickers and gems used, 10 collected reward given Written comments in contact book Merits Whole class rewards - Golden Time
Year 2	Stickers and gems used; 20 collected reward given Written comments in contact book Merits Whole class rewards - Golden Time
Year 3	Sticker, Written comments in contact book Merits Agreed class reward
Year 4	Stickers Written comments in contact book Merits Agreed class reward
Year 5	Stickers Written comments in contact book Merits Agreed class rewards
Year 6	Stickers Written comments in contact book Merits Agreed class rewards

Merit certificates are awarded to children for good behaviour, work etc. and presented in assembly. (Years 1-6)

House points are also awarded at teachers' discretion (Year 3 –Year 6)

Additionally, in KS1 and in Years 3 & 4, a child is elected as 'Star of the Week' and the children are issued with a certificate and a photo is displayed with the reason for them being chosen.

Golden time

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

In KS2 Behaviour books log inappropriate behaviour after 3 warnings. If a name appears in the behaviour book three times over a week, the student is required to complete a reflection sheet with the Assistant Head.

In addition, the 'homework room' is used if children have incomplete homework.

## **1.2. RESPONSE TO POOR OR INAPPROPRIATE BEHAVIOUR**

As a school we reject and do not use corporal punishment in any form.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach. Where pupils display inappropriate behaviour teachers will use a variety of strategies to modify this behaviour. They may include:

Discussions of inappropriate behaviour with individuals, groups, or the whole class (class meetings)

Verbal warnings/ Use of the traffic light system KS1

Changing the classroom seating positions

Isolation of a pupil within the classroom – Pupil can go to the calm corner to reflect

Removal of a child from their classroom to work in another class, in their own year group

Removal of a child from their classroom to work with the Headteacher

Removal of privileges (including school trips)

Loss of playtime to complete a 'reflection sheet' in the KS2 'quiet room'.

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

### **Logging of Behaviour**

In KS2, the names of children who are sent to the 'homework' room for incomplete homework are recorded on a Teams Quiet Room page which is visible to all KS2 teachers. The Assistant Heads monitor these daily additions and children are spoken to if they are regular offenders. Parents are also informed where necessary. Reflection Sheets and more serious incidences or repeated offences are logged on ISAMs for future reference.

The class teacher and Assistant Heads will check carefully to see whether patterns of poor behaviour are developing. When this occurs, staff will then either inform the Headteacher and/or may discuss the issue with the child's parents. Details of such a meeting will be recorded. The school counsellor is usually informed when there are concerns regarding a child's behaviour and helps to support the child, other children, staff members and/or parents as deemed necessary.

If poor behaviour continues and further meetings are necessary, notes should be taken of the meeting. These will help to identify the poor behaviour and the steps staff and parents are taking to rectify it. These notes should be accessible on ISAMs.

### **If all strategies have failed to succeed, then:**

Pupils may be given a target card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day

An Individual Behaviour Plan may be agreed by the class teacher and Learning Support Teacher.

With the input of the class teacher, Assistant Head and Headteacher a recommendation can be made for a full time or part time one-to-one helper, depending on the circumstances. The parents or guardians will bear the cost of the one-to-one helper, which will be paid directly to the school and the one-to one helper will become a temporary employee of the school.

A pupil may be excluded for a fixed period, either internally or externally (2 days). (This can only be sanctioned by the Headteacher or Principal and Board members of the Junior School Committee will be informed)

A child in Reception will not automatically transfer to Year 1 (primary phase) and a Year 6 pupil will not automatically transfer to The Senior School (secondary phase). (This can only be sanctioned by the Headteacher or Principal and Board members of the Junior School Committee will be informed)

A pupil may be excluded permanently. (This can only be sanctioned by the Principal and Board of Governors with the involvement of the Ministry of Education)

### **Table of offences and sanctions**

<b>Offence</b>	<b>Sanction</b>
Disruption of the smooth running of a lesson or other school events	After school detention or up to two consecutive days internal exclusion depending on severity/use of 3Rs system at JS
Late arrival to class	Phase 1 – Report on iSAMS through Registration Module Phase 2 – (after 3 incidents from phase 2) parents contacted at JS in student planner Phase 3 – Assistant Head/YGLinformparents again Phase 4 – Headteacher sends letter home to parents
Leaving school without permission	Up to 2 consecutive days internal exclusion issued by Assistant Headteacher/Headteacher/Principal
False statements – falsification and / or destruction of school Documents or property	Potential fixed term or permanent exclusion: exclusions over 2 days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Use of mobile phone or other device around school	Phase 1 - Verbal warning. Phase 2 – report on iSAMS/parents contacted at JS
Cheating or fraudulent activity during an examination, submission of schoolwork or school competition	Potential fixed term or permanent exclusion: exclusions over 2 days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Writing or displaying offensive slogans within the school	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Graffiti or writing on class desks, displays or equipment	Internal exclusion
Arson, burglary, Malicious criminal damage	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion). Parents may be asked to pay for damages/repair.
Fighting (equal blame)	Internal exclusion/parents contacted at JS

Offence	Sanction
Fighting unprovoked attack	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Physical violence of a sexual nature	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Drug use or possession of illegal substances	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Abusive behaviour and / or verbal violence	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Sexual Harassment	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).
Intimidating or threatening behaviour	Potential fixed term or permanent exclusion: exclusions over 2 consecutive days to be referred the Teachers' Association (and the Ministry of Education in case of permanent exclusion).

**Teachers may move directly to a higher phase at their discretion.**

The School reserves the right to exclude permanently any pupil who for example behaves violently towards a fellow student or member of staff or demonstrates any other behaviour/s which is seen to be threatening, dangerous, illegal or accumulative over a period of time. Parents of an excluded pupil have the right to appeal to the Board of Governors.

### **Bullying**

Bullying is the willful desire to hurt another: physically, verbally, or emotionally, and to put that person under stress. A student is bullied or victimised when they are subjected, repeatedly and intentionally, to negative actions by one or more other pupils (Olweus, 1986, 1991).

The phenomenon of school bullying manifests itself as aggressive behaviour among students, which has the following characteristics:

1. An event of school bullying may be carried out towards an individual or group,
2. Deliberate, unprovoked, and undesirable,
3. Repeated or with a high probability of repetition,
4. The existence of a power imbalance,
5. In order to cause physical and psychological pain,
6. The damage that can be caused is physical, psychological, social, or learning.

The responsibility to take positive action to prevent and to remediate bullying lies with every member of the school. Onlookers to incidents of bullying can be seen as complicit.

Children are made aware of the need to work in a happy and safe environment through messages given during Circle Time, Class Meetings and PSHE lessons, assemblies or through events held during Anti-Bullying Week. Central displays will also reiterate our anti-bullying message and all children are given the opportunity to develop an understanding of what bullying means and how hurtful it can be.

Children new to The Junior and Senior School are introduced to a student in the same class or an older

buddy/mentor to help them adjust to life at the school. Pupils are encouraged to speak about bullying to challenge it wherever and whenever it occurs. At the Junior School all children have a 'go to' adult which is noted in their planners at the beginning of the year. This is someone who the child feels comfortable enough to approach if they have any concerns throughout the year.

Pupils are made aware of their options to report bullying via their form/teacher, teachers, Heads of Year, Assistant Headteachers, Headteacher and Principal.

Staff appreciate the seriousness of bullying that can cause both physical and psychological damage; at our school staff, parents and children work together to create a happy and caring learning environment. Identified bullying, verbal, physical or indirect, is never tolerated.

Duty staff cover all communal break areas to ensure good conduct and intervene when necessary; if there are suspicions of bullying these are investigated and recorded. Training is regular and ongoing.

#### **Personal Property**

Any personal property which is not allowed in School will be confiscated and returned at a later date. The school reserves the right to ask a pupil to empty out the contents of his/her bag or pockets after informing the parents if staff suspect that a theft has taken place or the pupil is in possession of alcohol, cigarettes, drugs, weapons or any other illegal or dangerous substances. If the parent objects to this then the police will be called to carry out the search. The search will be carried out by a Senior Member of Staff nominated by the Principal and one other member of staff of the same gender as the pupil. The search will be carried out in an office or room away from other pupils.

*In addition, from time to time the School might require pupils to open their bags for spot checks. Parents will not be informed when general spot checks take place.*

### **1.3. BREAK-TIMES**

The staff on duty are responsible for the organisation and discipline of children at break-times. In order to promote good behaviour at break-times, the teachers/LSAs/playtime supervisors will also use the reward systems outlined earlier to reinforce good behaviour. It is important that staff are vigilant when on duty, many incidents can be prevented if staff intervene at an early stage when they can see games are becoming inappropriate.

#### **When a problem occurs, the staff will:**

- Speak to children
- Keep children with them or take children off the playground to cool down
- Inform the class teacher

For more serious incidents send them inside to the Headteacher

## **2. RELATED POLICIES**

This Policy should be read in conjunction with:

- Supervision of Pupil's Policy

**END**