



## Winterton Junior School Behaviour Policy

### Aims

**The aim of our school is that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive, positive and constructive culture.**

**We promote an environment where everyone feels happy, safe and secure.**

At the beginning of each school year the adults and children in each class work together to agree a code of conduct for their class based on the school code of conduct. These rules are positive. This code is displayed within the classroom and referred to whenever appropriate.

We have rules for behaviour in all areas of school, which are displayed around school. These rules, which are established and agreed by pupils and adults, are positive and referred to regularly.

All children are treated fairly and the behaviour policy is applied consistently.

We listen to children and foster an understanding of choice and accountability, cause and effect.

We aim to help children to grow and ensure they know how to keep themselves safe.

This policy is designed to promote good behaviour, co-operative skills and develop self-esteem rather than merely deter anti-social behaviour.

**Remember, it is the behaviour not the child.**

We aim to support children to become positive, responsible and increasingly independent so they can play a productive part in the community, enjoy and make good progress in learning, leisure and personal development.

### Rewards and Sanctions

We have a set of rewards and sanctions, which are known in school and which are applied consistently and fairly by all. When applying sanctions we make a point of never criticising the person, only their actions. We praise all children behaving well. We give positive instructions, "Thank you for walking" not "Don't Run". As a general rule, we expect praise to outweigh sanctions by a minimum of 3 to 1.

### Rewards

We praise and reward children for good behaviour in a variety of ways that are consistently applied in each class and groups.

**Staff congratulate** children using voice tone, body language and a smile making clear what they have done well.

**Stickers** - all staff give children stickers for good behaviour and/or learning as an immediate reward.

**Immediate rewards** - (5 minutes extra at playtime; hot chocolate etc.) can be given at the teacher's discretion when a class has particularly excelled in something.

**Achievement assembly** – each week a child is chosen as the 'star of the week' from each class, who has demonstrated outstanding behaviour or learning.

**Headteacher's Special Assembly** is held termly where certificates and badges are awarded to children chosen by teachers for 'attitude' and 'effort' at the end of autumn and spring term and 'attitude', 'effort' and 'achievement' at the end of the summer term. Pastoral recognition is also awarded. Parents and Carers are secretly invited so it is a surprise for the children in assembly.

**'Good work'** - children are sent to Subject Leaders/teachers/ Deputy Head/Headteacher to celebrate good work/behaviour. 'Good Work' assemblies are held at regular intervals throughout the term and parents/carers are invited to celebrate with their child.

**Text messaging** – a brief text to a parent to praise a child’s learning or behaviour. Phone calls or notes home are also used to praise the child.

**Elite table** – children selected weekly specifically for excellent behaviour displayed at lunchtime.

### **Sanctions**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Staff have very high expectations of children’s behaviour, and strive to ensure that all children achieve by working to the best of their ability.

Staff treat each child fairly and apply school and classroom rules consistently, treating all children with respect and understanding.

Staff keep records of all behaviour incidents. Assertive discipline procedure is followed and children are given every opportunity to modify their behaviour.

The school liaises with external agencies to support and guide the progress of each child, whenever necessary.

The school reports to parents about the progress of each child in line with the whole school policy. In line with this the school may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **Assertive discipline steps:**

Name on board (this is a ‘free’ reminder to make the right behaviour choice and have time to adjust their behaviour within the class/environment.)

On the first reminder the child is asked to sit alone within the classroom environment away from the initial distraction to give them opportunity to modify their behaviour choice. A number one is put next to their name on the board.

At the second reminder a number two is written next to the name on the board means that the child will miss their playtime and either walk around with a member of staff who is on duty or (if the weather is suitable) sit on a chair in the playground. A record is kept of all children who miss their playtime, by the adult issuing the sanction, in order to keep a record for analysis of any behaviour patterns that may occur over a period of time. These record sheets are sent to the Headteacher every half term for monitoring purposes.

On the third reminder the child is sent to a different classroom with their work to complete in silence; it is felt that in a different classroom environment they are away from the initial distraction. Children are sent to classes that are pre arranged and staffed by senior leaders.

Parents are informed by their child’s class teacher, if their child’s behaviour has warranted them working in a different class. In order to keep a record and analyse any behaviour patterns that may occur over a period of time, the member of staff sending the child to a different classroom completes a record sheet. These record sheets are sent to the Headteacher every half term for monitoring purposes.

After each session during the day, names on the board are cleared so that each new session begins as a fresh behaviour start to enable each child to make the right behaviour choices.

If a child’s behaviour continues to distract the new classroom environment, the child has then chosen to continue this behaviour and disrupt learning in another class and at this point an SLT member is sent for to remove the child from class.

The SLT member telephones the parent(s) to give them a time, within the day, to discuss their child’s behaviour choices and ways forward.

Some children may miss out some of these steps depending on the severity of the incident.

On some rare occasions this is followed up by internal isolation at the discretion of the Headteacher, this means that a child is in school but works in a separate room from any other children on a one to one basis with an appropriate adult for a set period of time. The child is set work by their class teacher and this is explained to them by the adult they are working with, however they then work in silence unless they require support at any time. Playtimes and lunchtimes are also separate from any other children. Persistent incorrect lunchtime behaviour choices may also result in internal isolation or external exclusion.

On rarer occasions of severe behaviour, then this results in an external exclusion. However, on such occasions it is important to have the facts around the incident, full knowledge of the pupil’s individual circumstances and

prior behaviour to determine the length of the exclusion to best support the child and the welfare of other children and adults in school. The Headteacher has the responsibility to give fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti social behaviour the Headteacher may exclude a child. The Chair of Governors and the LA are advised immediately after these events have taken place.

### **Restorative Practice:**

We believe that the people best placed to resolve a conflict or a problem are the people directly involved. In order to develop community, and to manage conflict within school, we promote positive attitudes to resolving conflict and challenging behaviour through a restorative approach. This approach encourages wrongdoers to be accountable for their actions and to take responsibility for repairing the harm caused, enabling them to consider the needs of others as well as their own. A restorative approach to conflict or wrongdoing involves active non-judgmental listening and asking the key questions:

What has happened?

Who has been affected?

How can we involve everyone who has been affected in finding a way forward?

How can everyone do things differently in the future?

By using this approach both wrongdoer and harmed person(s) are allowed to express their thoughts and feelings about the incident.

This approach can be used:

- With an individual child to help them reflect on a situation and find ways forward for themselves.
- In a challenging situation where two or more children are encouraged to express their feelings and needs to understand why each has acted the way they have.
- In mediation where the adult helps both parties consider the problem as a shared one that needs a joint solution.

Some children require a more individual approach to their behaviour management and behaviour plan is written according to their needs, for example, in some instances, through negotiation with adult class teams, it could be agreed that for a particular child they have a '5 minute' breather whenever they feel angry or stressed. At this point they are excused from the classroom and go to a designated safe room to calm down.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to prevent injury to other people, 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. In addition to the teachers, the Headteacher authorises the teaching assistants who have received up-to-date 'Team Teach' training to use "reasonable force". This training is updated every three years. The training uses 'Positive Handling', which include non-verbal, verbal and, where absolutely necessary, physical interventions. Where this becomes necessary, a Positive Handling Plan is agreed among parents, pupils and staff.

### **Assertive discipline steps at lunchtime:**

Poor choices made at lunchtime are dealt with, following similar assertive discipline step protocol as teachers do in the classroom, by the Mid Day Supervisors (MDS) and full investigation into any incident is made before any sanctions are put in place:

Name in MDS incident notebook (this is a 'free' reminder for child to make the right behaviour choice and have time to adjust their behaviour within the dining/playground environment.)

On the first reminder the child is asked to sit alone within the dining environment/or move and go and play away from the initial distraction to give them opportunity to modify their behaviour choice. A number one is put next to the name in the MDS incident notebook.

At the second reminder a number two is written next to the name in the MDS incident notebook resulting in the child missing 15 minutes (or remainder if after 12.40pm) of their lunchtime play (either walking around with MDS who is on duty or (if the weather is suitable) sit on a chair in the playground.

On the third reminder, the child is sent to the Senior Mid Day Supervisor (SMDS) to spend the remainder of their lunchtime play with her (either walking around with SMDS or (if the weather is suitable) sit on a chair

in the playground under the responsibility of the SMDS. The SMDS will keep a record of this in her SMDS incident Notebook.

If a child's behaviour continues to be unacceptable with the SMDS at this point, or if the SMDS deems any incident too serious, the matter is referred to either the Headteacher or SLT member.

### **The role of the Pastoral Manager/Learning Mentor**

The Pastoral Manager/Learning Mentor holds the key to positive relationships between school, home and other agencies, through pastoral care as part of the school pastoral support team.

As part of their role, the Pastoral Manager/Learning Mentor provides nurturing support for children with problems and issues assigned to this role include child protection, low self-esteem, difficult relationships and bereavement.

### **The role of the Headteacher**

Under 1<sup>st</sup> September 2012 revised guidance, the Headteacher's powers to exclude remain unchanged but there is new statutory guidance on the use of these powers. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to 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 implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures records are kept of all reported serious incidents of misbehaviour.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents/carers to come into school when invited to discuss behaviour choices. Parents/carers are also welcomed at any other time to discuss any issues with staff at a mutually convenient time.

We explain the school rules in the school Parents and Carers Information Booklet, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Single Duty Team are able to offer parenting support. Ideally this would be as a result of relevant documentation being completed. A family worker can be assigned either in a preventative or intensive support role.

### **The role of governors**

The governing body has the responsibility of setting down the general guidelines on standards of discipline and 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 and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher takes this into account when making decisions about matters of behaviour.

Following 1<sup>st</sup> September 2012 guidelines, governing bodies perform the key role of determining whether an excluded child should be reinstated. This involves reviewing the decision of the headteacher and considering the outcome of any independent review panel hearing.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the senior leader in charge in the Headteacher'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 45 days in any one school year. 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, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

### **Statutory Updates from September 2012**

*Under the new arrangements, the process for challenging a school's decision to permanently exclude a child will change. The current system of independent appeal panels will be replaced by independent review panels.*

*Where requested by a parent, an SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.*

*The independent review panel will be able to uphold the decision to permanently exclude a child; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its position. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally or where there are significant flaws in procedure.*

*Where a governing body decides not to offer to reinstate a child following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a school's budget or payment of £4000 towards the cost of alternative provision for the child.*

*Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).*

### **Monitoring**

The Headteacher monitors the overall effectiveness of this policy on a regular basis in consultation with Senior leaders and the governor with responsibility for behaviour. This is reported to the governing body with recommendations for further improvements, if required.

The school keeps a variety of records of incidents of misbehaviour (Pink sheets, Incident Record Forms, Discussion Logs, Pastoral records,). We also keep a record of any incidents that occur at break or lunchtimes: Mid Day Supervisors give written details of any incident in their incident notebooks.

It is the responsibility of the adult supporting a behaviour issue to make a record on a Pink slip – this is then kept in the file in the appropriate classroom.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, to review promptly all permanent exclusions and all fixed term exclusions over 15 days and to ensure that the school policy is administered fairly and consistently.

### **Review**

The policy is reviewed by staff annually unless Government Policy deems earlier review necessary, and any amendments will be brought to the attention of the governors for consultation.

***Behaviour Policy reviewed by SLT: September 2017***

***Reviewed Behaviour Policy Accepted by Staff: 4<sup>th</sup> September 2017***

***Reviewed Behaviour Policy Adopted by Governors: Autumn 2017***

***Behaviour Policy Review Date: Autumn 2018***