

# Kempshott Junior School Behaviour Policy

Policy Ratified by Governing Body	11/07/2019	Review 3 Yearly
Date of Review	12//06/2020	<i>no changes</i>
Date of Next Review	Summer Term 2022	

## **Safeguarding Statement**

*At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.*

This policy establishes how we manage behaviour and the expectations we have for children and adults. It is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **1. Aims**

1.1 At Kempshott Junior School every member of the school community is valued, respected and treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. This policy is designed to support the way in which all members of the school can live and work together and achieve success. It aims to promote an environment where everyone enjoys being in school and feels safe and secure.

1.2 We treat all children fairly and apply this Behaviour Policy in a consistent way.

1.3 We aim to teach our children that in managing their behaviour they have choices and some choices have consequences.

## **2. Our Expectations**

2.1 At the beginning of the year, each class expands the principles of the Rights of the Child to make their Class Charter which all members of the class agree and sign. The Class Charter is displayed on the walls of each classroom. In this way, every child in the school knows the standard of behaviour that we expect.

If there are incidents of anti-social or inappropriate behaviour, the Class Teacher discusses these issues with the whole class immediately and in subsequent circle times referring to the relevant principle of the class charter.

2.3 We accept that everyone makes mistakes; however, we believe it is important to admit your mistakes and to apologise when necessary.

2.4 We believe that everyone should have a fresh start every lesson.

### 3. Rewards

We reward good behaviour, as we believe that this will develop self-esteem, define expected behaviour and encourage an ethos of kindness and cooperation. We believe in catching a child being good and rewarding appropriate behaviour.

There is a hierarchical structure of rewards.

#### Praise and Acknowledgement

- Using non-verbal communication e.g. a smile, or a thumbs up etc.
- Verbally praising good behaviour.
- Acknowledging achievement and encouraging other pupils to congratulate their peers.
- Celebrating good work by creating displays of the children's efforts.
- Giving class incentives like: class ticks, stars, stickers, smileys, table points or golden pebbles, Dojo points or lucky dip tokens.
- Awarding a child with a Good Behaviour at lunchtime or Assembly Card.
- Sending home a Good News card or writing a message in the Planner / Class Dojo.
- Celebrating achievement awards in our celebration assembly.

#### Awarding a DoJo

- Staff award Dojo points for a special effort or for upholding the elements of the School Charter.
- This is a blue certificate which is presented in year Group of Work Area Assembly.
- Children are encouraged to take their Commendations home to share with their family.
- On average children should achieve one or two merits a week.
- The onus is on the child to keep their Commendations in a safe place, however the Teacher should also keep a record.

#### Awarding a Commendation

- When a child has collected 50 DoJo points they are exchanged for a Commendation.
- This is a blue certificate which is presented in year group or work area assembly.
- Children are encouraged to take their Commendations home to share with their family.
- The onus is on the child to keep their Commendations in a safe place, however the Teacher should also keep a record.

#### Awarding Silver and Gold Certificate

- 5 commendations = Copper certificate, presented in a whole school assembly
- 10 commendations = Bronze certificate
- 15 commendations = Silver certificate
- 20 commendations = Gold certificate
- 25 commendations = Platinum award (parents invited and book token presented)

DoJo Points, Commendations and Copper, Bronze, Silver and Gold Certificates are carried over from week to week, term to term and year to year.

#### Each class displays *Traffic Lights*:

- All children to start each session on green.
- If a child's name moves to red they should miss 5 minutes of their playtime and use this time to reflect on their behavior/complete work missed with the Class Teacher.

### *House points:*

- There will be a central display in the hall where house points are logged each week and a running total is kept.
- Points can be awarded to an individual by any member of staff (including Teachers, LSAs Office staff and Lunchtime Staff).
- Points will be logged by the Class Teacher and a monitor will collate the points ready for the weekly celebration assembly.
- Points can be awarded in the following categories:
  - Showing respect (i.e. good manners, holding doors, greeting adults, moving around quietly).
  - Tidiness.
  - Assembly behavior.
  - Lunchtime behavior.

A cup will be presented to the winning house at the end of the year, this will enable Sports Day house points to contribute towards the total.

### 4. Inappropriate behaviour

There is a hierarchy of responses to inappropriate behaviour. (If a child has been recognised as requiring a Personal Support Plan, responses may be personalised according to need).

Inappropriate behaviour includes:

- Physically aggressive behaviour in the classroom or playground.
- Aggressive language.
- Answering back.
- Defacing another children's work.
- Defacing school book, property and fabric of the building.
- Persistent inability to keep the agreed rules i.e. calling out, running in school.
- Not complying with a request or instruction from an adult.

To check inappropriate behaviour, the member of staff may (Step 1):

- Give a non-verbal response e.g. a look, a shocked expression, a finger on his/her lips etc.
- Praise given to somebody demonstrating the desired behaviour.
- Remind the child of the expected behaviour making reference to the School Charter whenever it is relevant.
- Ask the child to either move to a place nearer the Teacher, or to sit on their own.

If these actions fail to rectify the inappropriate behaviour the member of staff will initiate the following actions.

#### **4.1 Sanctions**

- Step 1 – If a child behaves in a way that goes against the class or school charter they are given a warning and moved straight onto amber. Once their behaviour improves they can be moved back to green.
- Step 2 – If the inappropriate behaviour continues, move the child's name onto red. At this point they have lost 5 minutes of break time. Every time a child goes onto red they will lose 5 minutes of break time. A child can move back to amber from red if their behaviour improves. (If a child is put on red in a maths or literacy set this must be communicated to the Class Teacher).
- Step 3 – If a child continues to behave inappropriately once they are on red they should be sent to the team leader with work to do. The team leader will discuss their behaviour

at a convenient time. (If the child is in the team leader's class they can be sent to a different team leader or to the deputy Head Teacher.)

- Step 4 – If the child's behaviour is still of concern a child from the class should be sent to another adult in the work area or to the admin office for a "green envelope" – this means that an extra adult would be appreciated to support.

At their discretion Teachers need to communicate with parents using the planner / Class Dojo or by phone if a child has been sent to the team leader, if they have been put on red a number of times that week or if there has been a serious incident.

If a child places themselves or others in immediate danger it may be necessary to remove the rest of the class from the room. A red card should be sent to the admin office so that an extra adult can assist the situation, ideally Head Teacher, Deputy Head Teacher or Inclusion Manager. If a violent incident occurs or the need for physical intervention the relevant forms must be filled in (admin, document masters, violent incident form or physical intervention). Also ensure that a debrief is offered to the child and the adult involved.

### *Reflection Room*

- Children can be sent to the reflection room following break time, lunchtime, in class or a serious incident.
- Whenever possible they should go to the reflection room on the same day as the incident (they may not be added to the file until 12.00 therefore the Teacher on duty should not assume there is no one in reflection if they check the file at play time).
- Reflections from play times and lunch times are unchanged except that if it is a play time issue they should do their reflection that day. The child's name is recorded in the Reflection Time file kept in the staffroom. The member of staff on duty for Reflection Time will meet the children in the classroom by 12:05.
- If the child is School Dinners they need to inform the Kitchen staff that they will be having their dinner later.
- The child will spend 20 minutes completing a Reflection Time form.
- Y3 and Y4 children must write at least one sentence in each section.
- Y5 and Y6 children must write the equivalent of two sentences in each section.
- Children with SEN may dictate their sentences to a scribe.
- After this time the child has their dinner then may resume normal lunchtime activities.
- If children have 6 or more Reflection Times in one half term their parents will be contacted by the Head Teacher or Deputy Head and a meeting will be arranged to discuss the child's behaviour.

### **N.B**

- These procedures are not necessarily appropriate for children with an PSP / EHCP
- Children should not be sent out of class to sit in a work area, they should only be sent to a team leader once they reach step 3.

## **4.2 Children with Challenging Behaviour**

- Children should have an PSP that is shared with all staff that come into contact with the child.
- a behaviour log needs to be kept for each child logging any incidents.
- the involvement of outside agencies.

## **5. Exclusion from Trips and Residential**

If a child is on a behaviour chart or their behaviour is considered a 'risk' to others' or themselves they may be excluded from taking part in day trips or residential trips. This will be the decision of the Head Teacher. The parents and the child will be informed of the decision in advance of the visit. The educational content of the visit will be provided on site at school. A challenging behaviour risk assessment needs to be completed on the Hampshire Evolve site.

## **6. Internal Exclusion.**

This action will be taken when a child is continuing to behave inappropriately either in lesson or play time. Parents will be informed and invited in to discuss how this will operate and for how long. The essence of an internal exclusion is that the child will stay in school but will work / play separately to the rest of his/her peer group. They may attend Discovery Club at lunch time so that their break can be continued to be supervised. An Internal Exclusion will be recorded by the Head Teacher.

## **7. Lunchtime Exclusion**

Where a child's behaviour is causing problems at break and lunch times and has shown no or little improvement as the result of the above steps, lunchtime exclusion will be actioned. Parents will be notified as to when this will take place and for how long so that alternative arrangements can be made for the child's supervision. If a child receives free school meals, these will be provided as packed lunches so that they can be eaten away from the school. In most instances, 5 days is likely to be the maximum number of consecutive days for lunchtime exclusion. A lunchtime exclusion will be recorded by the Head Teacher.

## **8. Fixed Term Exclusion**

Where behaviour has continued to harm the education and welfare of a child or others in spite of the steps of a Behaviour Chart and Internal Exclusion being used, a Fixed Term Exclusion will be actioned. This can also be used when a child returns from Lunchtime exclusion and still seriously breaches the school's Behaviour Policy. The exclusion will follow the current legislation and parents will be given due notice of when this will happen and for how long and of their rights. They will also be invited into the school to discuss the matter either at the beginning, during or at the end of the exclusion period, depending on when this will be most beneficial to the child. Governors will be notified and take action according to the demands of the current legislation and will, in any case, be aware of the child's behaviour and the steps being taken through the Head Teacher's termly report. A Fixed Term Exclusion will be recorded in the way required by County and kept in the child's file.

## **9. Permanent Exclusion.**

When all the above steps have been tried, including the support of external agencies, and the child's behaviour is still seriously harming the education and welfare of him/her or others in the school or is a serious breach of the school Behaviour Policy, a Permanent Exclusion will be actioned. This will be the last resort of the school when it is considered that all possible action has been taken. This will follow the current legislation with the parents being informed of their rights before the exclusion starts. External agencies and Governors will be informed as is required and Governors will take the appropriate action. A Permanent Exclusion will be recorded as per the current legislation.

Normally and in most cases, the above procedures will be an appropriate response to a child's behaviour. However, there may be an instance when to protect the child or others in the school, a fixed-term or permanent exclusion may be implemented for an offence without the above stages preceding the decision. This decision will be made by the Head Teacher after due consideration of the facts.

## **10. Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all who attend school do so free from fear. See Anti-Bullying Policy.

## **11. The Role of All staff**

11.1 It is the responsibility of all staff to ensure that the expectations of the School Charter are upheld so that all their children behave in a responsible manner during lesson and playtime.

11.2 The staff in our school have high expectations of behaviour, as we believe good discipline is a pre-requisite to learning.

11.3 All staff work hard to develop and maintain good relationships with the other members of staff and pupils and provide a good role model of behaviour.

11.4 All staff treat each child fairly and implement this policy dealing with individual children with respect and understanding.

11.5 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.

11.6 Restraint training will be provided for staff working with children who may need to be restrained on a more frequent basis.

11.7 If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents with the support of the class LSA. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if a pattern of misbehaviour continues, the Class Teacher can seek help and advice from other colleagues, the Year Leader, the SENCO, the Deputy Head Teacher or the Head Teacher.

11.8 Staff liaise with external agencies, as necessary, to support and guide the progress of each child.

11.9 The Class Teacher or LSA communicates with parents in the Planner or Class Dojo so that parents are aware of their child's successes and difficulties, as stated in this policy. The Class Teacher may also contact a parent if there are concerns about any aspect of the child's welfare. Other staff inform the Class Teacher of all relevant information.

11.10 The Class Teacher uses Circle Time techniques to explore feelings and discuss class issues; the class LSA will be involved in these activities when appropriate.

## **12. The Role of the Head Teacher**

12.1 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

12.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

12.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.

12.4 The Head Teacher and Deputy Head Teacher has the responsibility for giving fixed-term suspensions or exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. This action is taken only after the Governors have been notified.

### **13. The Role of Parents**

13.1 The school collaborates actively with parents, and expects parents to give consistent messages about how to behave at home and at school. We explain the school's expectations in the school prospectus.

13.2 We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement as sent out every year. We aim 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.

13.3 If the school has to use any of the above mentioned sanctions in response to inappropriate behaviour, we expect parents to 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 concern remains, they should contact the Head Teacher or School Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. See Complaints Policy.

### **14. The Role of Governors**

14.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in adhering to these guidelines.

14.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

14.3 The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

### **15. Drug- and Alcohol-Related Incidents**

15.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a Teacher or other adult worker. See Medicines Policy.

15.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified.

15.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

15.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who deliberately brings substances into school for the purpose of misuse will be punished by fixed term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.

15.5 If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

15.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **16. Monitoring and Review**

16.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

16.2 The Governing Body reviews this policy yearly. The Governors may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.