

Kempshott Junior School

Behaviour Policy

Policy Ratified by Governing Body	23 rd November 2023	Review yearly
Date of Review	Autumn term 2023	
Date of Next Review	Autumn Term 2024	

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

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.

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. In addition to this key learning behaviours are discussed and taught throughout the year.
- 2.2 If there are any incidents of anti-social or inappropriate behaviour, the Class Teacher discusses these issues with the whole class, as necessary and as close to the incident as possible and refers to the relevant principles of the class charter or learning behaviour. Where appropriate, Class, year group or whole school assemblies can be used to discuss these points in more depth.
- 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 everyone should have a fresh start every lesson/day.

Rewards

3.1 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.

3.2 There is a hierarchical system of rewards

- Praise and acknowledgement
- Using non-verbal communication e.g. a smile, thumbs up etc.
- Acknowledging achievement and encouraging other pupils to congratulate their peers.
- Celebrating good work in class by creating displays of the children's efforts.
- Presentation awards given out in whole school assembly and exchanged for a stationary shop voucher
- Dojo points and/or a message home to parents
- Awarding a child with a good behaviour at lunchtime or assembly card
- Presentation of a good news card in whole school assembly
- Celebrating outside achievements in whole school assembly
- Work shown to another class teacher or a member of SLT

3.3 Awarding Dojo points

- Staff award Dojo points for a special effort in class; for upholding the elements of the School Charter or for demonstrating one of the school learning behaviours.
- On average children should achieve one or two dojos at least per week
- The amounts of dojos given and the reasons should be consistent within a year group

3.4 Awarding a commendation

- When a child has collected 50 Dojos they are exchanged for a blue commendation certificate.
- Commendation certificates will be presented in class or year group assemblies.
- 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 of the number of commendations received in Arbor.

3.5 Certificates

All bronze, silver, gold and platinum certificates will be awarded in whole school celebration assemblies.

- 5 commendations = Bronze certificate
- 10 commendations = Silver certificate
- 15 commendations = Gold certificate
- 20 commendations = platinum certificate (parents invited in 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.

3.6 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.

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

Inappropriate behaviour

4.1 There is hierarchy of responses to inappropriate behaviour. For children who have been recognised as requiring a personal support plan (PSP), responses may be personalised according to need.

4.2 Inappropriate behaviour includes:

- Physically aggressive behaviour in the classroom or playground
- Aggressive or prejudicial language
- Answering back
- Defacing their own or other children's work
- Defacing school property and/or the fabric of the building
- Persistent inability to keep to agreed rules e.g. calling out, running in school
- Refusal to comply with a request or instruction from an adult

4.3 To check inappropriate behaviour the member of staff may:

- Step 1 – Give a non-verbal response e.g. a shocked expression, finger on his/her lips etc.
- Praise someone demonstrating the desired behaviour.
- Remind the child of the expected behaviour making reference to the School Charter or learning behaviours 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.

4.4 Sanctions

- **Step 1** - If a child behaves in a way that goes against the class or school charter they are given a warning dojo/name on the board.
- **Step 2** - If the inappropriate behaviour continues, the child should be given a red dojo. At this point they have lost 5 minutes of break time. Every time a child is given a red dojo they will lose 5 minutes of break time. (If a child is put on red in a group or 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 year leader or another year leader with work to do. The year leader will discuss their behaviour at a convenient time. Where possible a change of face within or across year groups may be most appropriate at this stage.
- **Step 4** – If the child's behaviour is still of concern a child from the class should be sent or an internal phone call made requesting support from SLT or the inclusion manager.

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 (HT/DHT/AHT/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.

4.5 Communication

Teachers need to communicate with parents using Class Dojo/school email 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.

For a child who is persistently reaching step 3 or 4, discussion should be sought with SLT/SENCo/Inclusion manager so that appropriate support can be put in place.

ABC forms should be completed in order to track incidents when a child is persistently reaching step 3 and 4.

4.6 Reflection room

- Children can be sent to the reflection room following a break time, lunchtime or an in class serious incident.
- The teacher who witnessed/dealt with the incident should write up the reasons in the reflection folder (kept in HT office) as soon as possible after the incident and inform the class teacher.
- Whenever possible they should go to the reflection room on the same day as the incident. The teacher on duty that day is responsible for checking the folder at the start of lunch.
- 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 kitchen/lunch staff need to be informed so that their lunch can be kept for them.
- The child will spend 20 minutes completing a Reflection Time form.
- Children with SEN may dictate their sentences to a scribe or use the visual cards to support their responses.
- After this time, the child may resume normal lunchtime activities.
- An email should be sent by the teacher on duty to parents, using the agreed template in Arbor and parents should complete the relevant section and return the form to the HT the next day.
- Once a child has reached 4 reflections the parents and SLT will be informed, at 8 or more times the class teacher and a member of SLT will formally meet with parents to discuss. Further incidents requiring reflection will involve an internal exclusions. Depending on the nature and time frame of the incidents these steps may need to happen sooner.

4.7 Children with challenging behaviour

- Some of the procedures outlined above may not be appropriate for children with a PSP/EHCP.
- Children requiring additional support to manage their behaviour should have a PSP which has been agreed by the class teacher, SENCo/inclusion manager and parents. This should be shared with all staff that come into contact with the child and updated as necessary.
- Outside agency support will be arranged as necessary in consultation with the SENCo and staff should discuss CPD opportunities regarding managing challenging behaviour.
- ABC forms should be completed to track behaviour incidents.
- Individual charts and reward systems should be used as appropriate.
- Challenging behaviour risk assessments should be completed for all off site visits.

Exclusions

5.1 Exclusion from trips and residential visits

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 for all off-site visits for children who regularly show challenging behaviour and the provision of support from parents/carers or the need for additional adults to manage risk should be considered.

5.2 Internal exclusion

This action will be taken when a child is continuing to behave inappropriately either in lesson or at break 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.

5.3 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 steps outlined above (see 4.4 & 4.6) , 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. A reintegration meeting will be arranged between the parents, child and school at the end of the exclusion period.

5.4 Fixed term exclusion

Where behaviour has continued to harm the education and welfare of a child or others in spite of the steps outlined in a child's PSP an 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. A reintegration meeting will be arranged between the parents, child and school at the end of the exclusion period.

5.5 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.

Bullying

6.1 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.

Searching & Confiscation

7.1 School staff can search a pupil for any item if the pupil agrees (The ability to give consent may be influenced by the child's age or other factors). Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupils may have a prohibited item. Prohibited items are:-

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarettes and vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of any person (including the pupil)

The head teacher and authorised staff can also search for any item banned for the school rules which has been identified in the rules as an item which may be searched for.

7.2 School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Drugs and alcohol related incidents

8.1 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.

8.2 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.

8.3 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.

8.4 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.

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

8.6 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.

Please read in conjunction with Searching, Screening & Confiscation (DfE publication 2018)

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Roles and responsibilities

9.1 The role of all staff

- 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.
- The staff in our school have high expectations of behaviour, as we believe good discipline is a pre-requisite to learning.
- 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.
- All staff treat each child fairly and implement this policy dealing with individual children with respect and understanding.
- 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.
- Team teach training will be provided for all staff at level 1 and at level 2 for staff working with children who may need to be restrained on a more frequent basis.
- 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, or a member of SLT.
- Staff liaise with external agencies, as necessary, to support and guide the progress of each child.
- The Class Teacher or LSA communicates with parents using Class Dojo or email through Arbor 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.

9.2 The role of the Head Teacher

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

9.3 The role of parents

- 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.
- 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.
- 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. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. See Complaints Policy.

9.4 The role of governors

- 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.
- 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.
- 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.

Monitoring & review

10.1 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.

10.2 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.