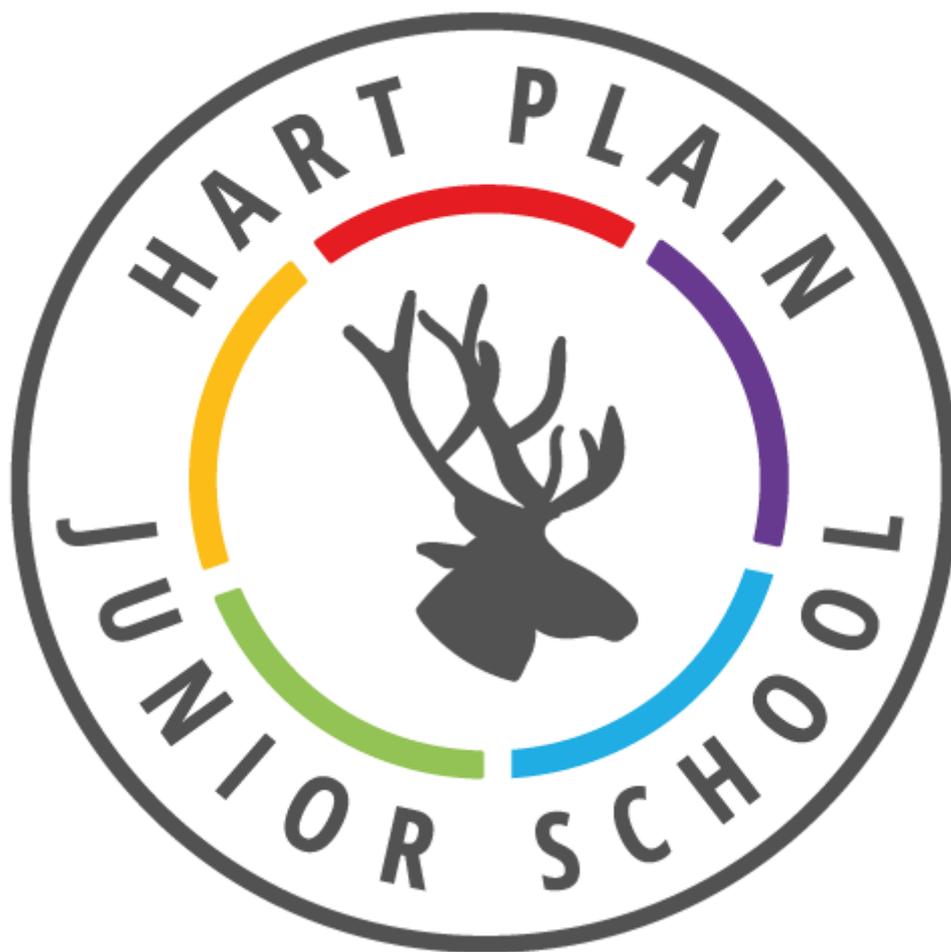


# STATUTORY



## Behaviour Policy

<b>Written by:</b>	Headteacher	<b>Reviewed by:</b>	FGB
<b>Review Date:</b>	January 2019	<b>Next Review Date:</b>	July 2021
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<b>Name: Helen Patis</b>		<b>Signature</b> 	

# Hart Plain Junior School

## Rationale:

We want to have a clear whole school approach to developing relationships, attitudes and values. We aim to create an environment which gives pupils, staff and parents a feeling of pride and mutual respect, in which children are equipped to become responsible and caring members of the community. This rationale is achieved through the delivery of our vision and values:

## Our Vision:

At Hart Plain Junior School we foster a lifetime love of learning, where children acquire the knowledge, skills, resilience and heart to pursue and achieve their individual dreams.

## Our Values:

**Courage** - We have the bravery to tackle the challenges of life and face them head on

**Happiness** - We know what makes us happier and how to make our community a better place for all

**Aspiration** - We strive to succeed and to be the very best we can in order to achieve our goals

**Integrity** - We do the right thing and make responsible choices even when it is difficult

**Respect** - We treat others as we would like them to treat us and celebrate our differences

## Guiding Principles:

- All pupils and staff have the right to work in an environment that is safe, friendly and fair
- Positive behaviour is taught not only as part of the PSHCE curriculum but is also modelled and taught by all adults in their interactions with the children and with each other.
- Changing behaviour in school is more than implementing sanctions and rewards.
- Every child has the ability to succeed behaviourally.
- Good behaviour and a positive school climate are built upon the foundations of warm, demanding relationships.
- Learning in a classroom can only really succeed when a positive classroom climate is established. The responsibility for establishing a positive and learning effective classroom climate lies with the teacher.
- Each adult has a responsibility towards all Hart Plain children
- Each adult should be a good role model, demonstrating each of the five school values to all members of the school community
- Pupils are responsible for their own behaviours and choices they make. The role of staff is to guide the children in the choices they make and those they will make in the future
- "Discipline technique is not an answer in itself. Technique is only as good as the human relationship in which it occurs." A positive learning climate is founded in high quality relationships which the teacher has been able to establish with each and every member of the class.

## Aims:

To:

- Ensure clear, consistent expectations of relationships between all members of the school community
- Ensure high expectations of ALL children and adults in ALL aspects of school life
- Encourage a calm, happy and safe environment
- Encourage independence within all members of the School community, enabling them to take responsibility for their actions
- Develop a climate of success in behaviour and learning
- Encourage self-discipline, self-control and enhance pupil self-esteem by enabling all members of the School community to recognise and respect the rights of others
- To enable conflict resolution

- To create a learning focussed stimulating environment in which children can learn effectively

### **Procedures:**

#### **Staff are responsible for:**

- Promoting an understanding of the vision and the values and the policy to the children and parents.
- Being a good role model demonstrating each of the five school values at all times.
- Providing a safe, stimulating and focussed learning environment which encourages learning to take place
- Delivering the curriculum in a challenging, well-matched way ensuring success through motivation
- Promoting proactive and positive working relationships with all members of the school community
- Ensuring a consistent approach in all areas of school life

#### **Children are responsible for:**

- Taking responsibility for their own learning and behaviour within school
- Understanding, knowing and demonstrating each of the five school values
- Striving for high standards of behaviour and being self-aware of their personal conduct at all times
- Arriving at school on time, ensuring they have all the necessary equipment for that day

#### **Parents/Guardians and Carers are responsible for:**

- Being aware of and supporting the school's efforts to enact the behaviour policy
- Maintaining good/regular contact with the school
- Ensuring that their children are fed, clean, dressed, and attend school punctually, equipped for the day.
- Showing an interest in their child as a learner through attending parents evening, celebration evenings and after school activities.
- Encouraging and assisting their child to complete their homework
- Treating all members of the school community with respect

#### **Strategies for managing pupil behaviour in the classrooms and whole school areas:**

We will:

- Develop warm, positive relationships with children throughout the school
- Use a range of strategies for promoting good behaviour which may be adapted to suit specific individuals and different whole-class needs
- Ensure a clear, consistent and fair approach at all times in responding to negative behaviour
- Always take into account the situation and the child before deciding on the appropriate strategy to use.
- Use the strategy that requires the least intrusive intervention for the most positive outcome and teach our children to be aware of this hierarchy of strategies
- Use strategies which are likely to create an effective and enjoyable learning environment including:
  - Using non-verbal communication appropriately to convey the correct message to the children
  - Correction, direction and diversion of children (away from potential inappropriate behaviour/conflict)
  - Using a calm, neutral tone of voice to avoid escalation of issues and minimise disruption of learning
  - Descriptive, labelled praise
  - Giving children specific responsibilities and recognising the contribution these make to school life
  - Pre-empt the situation (using knowledge of the children) so as to avoid potential issues

## **Anti-Bullying**

At Hart Plain Junior School we are determined to provide a safe and secure environment which will protect the interests of children and staff who are prepared to work and behave properly. Through this policy we have identified those values, attitudes and skills which we will teach and uphold as we believe they foster mutual respect and caring in us all. We are committed to tackling incidents of bullying and/or harassment in school to ensure that the expected standards of behaviour are consistently and fairly upheld and applied. Our aim is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for victims to defend themselves and difficult for them to report their suffering. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Bullying can take several forms:

- Nasty or persistent teasing
- Violence
- Threats
- Rumours being spread
- Theft or money being demanded
- Personal problems made public by others
- Pressure to conform
- Exclusion from the group
- Wilful hiding or damage to personal property

### **Dealing with inappropriate behaviour of unfamiliar children and those not in your class:**

If a member of staff sees a child behaving in a particularly inappropriate way e.g. swearing or fighting and is not confident they have a secure enough relationship to correct the child they should:

1. Find out the child's name/class
2. Keep an eye on the child
3. Ask another person (preferably an adult) to find the class teacher or teaching assistant if available
4. If the class teacher is unavailable then the support of the Behaviour Inclusion Officer, Deputy Headteacher or Headteacher (HT) should be sought
5. Staff members should take joint responsibility for maintaining high standards of conduct across the whole school and never 'look the other way' if they see inappropriate behaviour.

### **IBMPs - Individual Behaviour Management Plans:**

In class and around school, children with particularly challenging behaviour will be working within the support of an IBMP. This will guide all adults working with the child as to; which behaviours should be ignored and corrected and which behavioural targets the child is working towards. It is anticipated that the whole school reward/sanction system will apply to all children, although it may need to be modified or added to for certain children: this will also be outlined on the IBMP. IBMPs will be drawn up by the class teacher and Behaviour Inclusion Officer and overseen by the Headteacher or the Special Educational Needs and Disabilities Co-ordinator. They will be easily accessible to all staff sharing responsibility for children with IBMPs.

### **The Hart Plain Junior School House System**

Hart Plain Junior School house names are based on continents: Africa, Asia and The Americas. All children are allocated to a house on entry to the school, with siblings placed in the same house.

The aim of the House System is to a) promote the school's core values b) encourage children to learn collaborative, team-building skills c) give them a real sense of identity and d) raise standards in a spirit of healthy competition

House Points run in conjunction with the individual reward system tracked by MarvellousMe. The running total for all children has the capacity to be included within house totals. All badges awarded to children are equal to 1 housepoint.

Points are added up each week and the winning house is announced in Assembly each week. The winning House may wear non-school uniform on the first day of the next half term.

### **The Hart Plain Junior Individual School Reward System**

We ensure that we have a wide range of rewards in order to recognise children's good behaviour, effort and achievement. This ensures that there will be at least one reward which every member of our school is able to achieve. All rewards are therefore given on merit: it is not expected that every member of every class will receive an equal number of every type of reward. It is essential that the children know why they are receiving an award, and it is the teacher's responsibility to tell them.

We take every opportunity possible to praise children for good behaviour, effort or work, and we ensure that they know why they are receiving praise. Teachers may send a child to another teacher, the Deputy Headteacher or Headteacher in order to reinforce this praise.

### **Star Of The Week**

Each week, every class teacher will nominate one child for demonstrating the core values throughout their lessons. This may be a child who has shown considerable improvement in enacting a specific value during the week or one who has consistently modelled most of them. This is then logged on Marvellous Me and the children are added to the star of the week display board in the hall.

### **Headteacher's Awards**

Children can visit the Headteacher at any time during the week if they are nominated to receive a Headteachers Award. This is communicated to parents through MarvellousMe and the children also receive a sticker for this. This contributes towards the house system totals for the children.

### **Friends of Hart Plain Awards -**

The Friends of Hart Plain awards are presented at the end of each school year by the Friends of Hart Plain for academic or pastoral achievement in alternate years. Two children per class (one boy and one girl) are nominated by class teachers to receive the award. Parents are invited to attend this ceremony.

### **Values Awards**

Each term, every class nominates a member of their class to receive a Values Award for each of the values. This will be chosen by the teacher and/or class for those pupils who have displayed the core

value consistently across the term. Children will be presented in assembly with a pin badge to display on their lanyard.

### **Core Value Badges**

Any child who behaves particularly well, works particularly hard or produces a particularly good piece of work can be rewarded with a Core Value Badge which will be recorded on the *Marvellous Me* on-line behaviour tracker and instantly communicated to parents via this digital platform. Each Core Value Badge will be the equivalent of one house point. Core Value Badges will accumulate during each academic year but will be re-set to zero at the start of each Autumn Term.

### **Rewards for general good behaviour**

We try to recognise children who try their hardest to behave well all the time. Please see Appendix C for details of how this operates at Hart Plain Junior School.

## **The Hart Plain Junior School Sanction System**

Please note, these guidelines focus on formal sanctions only. There are many powerful reminders and rewards that go on in classrooms that negate the need for sanctions. The subtleties of: non-verbal communication: focussed praise; and relationships that show an interest in the child as an individual all play a key role in ensuring that sanctions are not necessary for most children most of the time. Our Behaviour Policy does not seek to remove teacher strategies for responding to inappropriate pupil behaviour when the positive strategies are not having the required impact. This policy focuses upon how we manage and change pupil behaviour rather than simply the rewards and sanctions we put in place to respond to pupil behaviour. The reward and sanction system applies at lunchtime and playtime, as well as during lessons.

All members of staff can issue Lost Breaks and Lost Lunchtime sanctions but only the Deputy Headteacher or Headteacher may issue additional sanctions such as isolation or exclusion from school or school events.

### **Sanctions are applied as follows:**

Initially	A gentle, non-confrontational verbal or visual reminder of appropriate behaviour and a request to stop the inappropriate behaviour
Step 1	A child is given a first formal warning, the rule broken is explained to child and the child's name is recorded on the class display
Step 2	The child's name is moved to the next step on the class display, with a reminder of a) appropriate behaviour and b) that s/he is at risk of losing their break
Step 3	The child receives a Lost Break sanction during the next available playtime .
Step 4	The child receives a Lost Lunchtime sanction, and the parents are informed by phone call or in person.
Step 5	If the child continues to disturb the teaching and learning, he/she may be sent to a <i>partner class</i> for the remainder of the session.
Step 6	If the child does not comply within the partner classroom or on return from the partner classroom, the Headteacher or Deputy Headteacher will withdraw and isolate the child in school for the remainder of the session. Children may rarely be withdrawn at any time from classes if their behaviour is judged to be too disruptive or extreme for them to go to a partner class.

Reaching Step 6 may trigger further actions at the discretion of the Headteacher or Deputy Headteacher eg a letter to parents, a meeting with parents or setting up an IBMP or report card. The Headteacher or Deputy Headteacher may isolate the child or issue a fixed term or permanent exclusion in line with Local Authority guidance. The Deputy Headteacher may only issue a fixed term or permanent exclusion in the absence of the Headteacher, and if possible should consult with the Headteacher before doing so.

Please see guidance notes in Appendix A for examples of sanctions for specific infractions.

Children showing particularly inappropriate behaviour during a week e.g. aggression towards other pupils, stealing, deliberate rudeness towards an adult or defiance may go straight to Step 3, 4 or 5. Instances of racism, bullying, violence or rudeness to an adult, or any other serious incidents will be reported directly to the Headteacher or to the Deputy Headteacher. In such cases, the parents will be notified by phone or letter and may be invited to discuss the behaviour with the Headteacher, Deputy Headteacher or the Behaviour and Inclusion Officer.

### **Lost Break**

Children will lose the whole of their morning playtimes for inappropriate behaviour during lessons, playtimes and lunchtimes. In most cases, there will be a series of graduated warnings (see steps 1-2 below) before embarking on the hierarchy of sanctions (step 3). Each new session provides a new start eg a verbal warning in one lesson does not carry forward to the next. It is not possible for a child to 'win back' Lost Break (improved behaviour should be addressed through other means), or for a child to lose more than one break in one session. Continued inappropriate behaviour will trigger steps 4, 5 and 6. Each class has a common format for displaying the sanctions code so that children can see the system in action and modify their behaviour accordingly. Lost break slips should be completed and filed by the teacher. The pupil remains with the teacher or year group partner for break time. Should the teacher have break duty then the child will remain by the teacher's side for that period of time.

Should a teacher be concerned about the number of lost breaks being issued to a child in their class then they should discuss this with the Behaviour Inclusion Officer who will then add this to the agenda of the meeting with the Headteacher where appropriate actions will be identified.

### **Lost Lunchtime**

Lost lunchtimes take place in the Learning Lab and run each day apart from Wednesday. The children have their lunch in the room and then complete a reflection activity or some work during the remaining time. Children are then delivered back to their class at the end of lunch by the member of staff.

Lost Lunch slips must be filled in by the member of staff who has issued the sanction. The class teacher or issuing member of staff then informs the parents or guardians of the sanction. Once they have been informed the child is then added to the list for that day. The Behaviour and Inclusion Officer then informs class teachers of that sanction and the children will then serve at the next LL session. Pupils must be escorted to the Learning Lab at 12.00pm by the class teacher or class teaching assistant.

If the child does not attend, or misbehaves during Lost Lunch, the Lost Lunch will carry forward to the next session, with additional time added, to be decided by the Behaviour and Inclusion Officer, Deputy Headteacher or the Headteacher.

Names of children receiving a Lost Lunch sanction are recorded and analysed by the Behaviour and Inclusion Officer. These are then shared during meetings with the Headteacher when next steps for individual children may be agreed.

### **Exclusion**

It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusions only happen in response to a very serious breach or series of breaches of the school's Behaviour policy, or where alternative forms of behaviour management have failed. Exclusions may be either fixed term or permanent. A Headteacher may exclude a child on a temporary basis for up to 45 days in any school year.

If the Headteacher excludes a child, s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to parents the circumstances in which they can appeal against the decision to the governing body.

All exclusions are carried out in accordance with current government advice and legislation, with due regard to the school's Behaviour, SEND and Single Equalities policies.

## Guidance Notes

These guidance notes may be updated periodically and do not form part of the policy. They have however been discussed and agreed by governors.

### **Examples of sanctions for specific infractions**

Please note that children who complete homework to a high standard or who are particularly well presented may receive rewards in recognition.

- **Mobile phones:** children may bring mobile phones to school, with their parents' permission, on the strict understanding that they are switched off and kept in the classroom safe throughout the school day, and that, if used on the way to or from school, they are used appropriately. Non-compliance may lead to a Lost Lunch and the phone may be confiscated until it is collected by a parent or guardian. In addition, permission to bring the mobile phone onto school grounds may be withdrawn for a period of time to be determined by the Headteacher or Deputy Headteacher.
- **Bicycles and Scooters:** children must push, not ride, bicycles and scooters on the school site, and must use them responsibly on the way to and from school. Non-compliance may lead to a Lost Lunch and the bicycle or scooter may be confiscated until it is collected by a parent or guardian. In addition, permission to bring the bicycle or scooter onto school grounds may be withdrawn for a period of time to be determined by the Headteacher or Deputy Headteacher.
- **Swearing:** Highly offensive or sexually explicit swearing will lead to at least a Lost Lunch if used towards or about another person, or at least a Lost Break if used conversationally or incidentally, with a clear reminder of expectations given and parents contacted where appropriate. Racial or homophobic name calling will be addressed in accordance to Local Authority policy and will lead to at least a Lost Lunch, with parents being contacted.
- **Homework:** children who do not complete their weekly homework will be expected to complete it during their own time (break time or lunch time). Continued non-compliance may lead to a Lost Lunch or other sanction, to be decided by the Headteacher or Deputy Headteacher.
- **School uniform:** all children are expected to comply with our school uniform expectations. If a child is not wearing correct school uniform, including school uniform shoes, parents will be contacted. If the non-compliance continues, a sanction such as a Lost Break or a Lost Lunchtime may be issued, to be decided by the Headteacher or Deputy Headteacher. The school may provide the pupil with correct school uniform on a temporary or permanent basis, which the pupil will be expected to wear.
- **Jewellery, hair and nail polish:** one pair of plain, stud ear-rings (not hoops or sleepers) is allowed, with one ear-ring in each ear, and children may not wear false nails or coloured nail varnish. Children who do not comply may be told to remove (either immediately or before returning to school the following day) the ear-ring/s, which may be confiscated until collected by a parent or guardian, or to remove the nail polish. Hair, if dyed, should be a natural colour only, without extreme styling such as tramlines/shaved patterns. Should there be continued non-compliance, parents will be contacted and a sanction such as Lost Break or a Lost Lunchtime may be issued, to be decided by the Headteacher or Deputy Headteacher.
- **PE kits:** all children must have PE kit in school, including PE t-shirt, shorts/jogging bottoms and trainers/plimsolls. If a child does not have PE kit in school, parents will be contacted and the child will lose a Lost Break if he/she does not have it in school for the next PE lesson. Continued non-compliance may lead to a Lost Lunch.
- **Physical aggression and rough play** (especially when leading to injury, or when the pupil has previously been told to stop) will ordinarily lead to a Lost Lunch.
- **Persistent lateness** may lead to a Lost Break or a Lost Lunch, to be decided by the Headteacher or the Deputy Headteacher.

## **Administration of rewards**

### **Weekly Awards:**

- Star of the Week
- Headteacher Award
- Core Value Badges – Courage, Happiness, Aspiration, Integrity and Respect

### **Weekly house points:**

- House points Winners – points will be counted on a Friday and will be announced in Friday morning whole school assembly.

### **Half Termly Awards**

- House points Winners – points will be counted on a Friday and will be announced in Friday morning whole school assembly. The first day back will be non-uniform for the winning house.

### **Termly awards**

- Core Values
- Attendance awards

### **Annual awards**

PTA Awards

Governor Cup for writing

### **House Team Winners**

- A group photo will be taken of the House Team winners and displayed on a rolling year basis on the Celebration board outside year 5.

**Sanctions Guidance:** These guidance notes may be updated periodically and do not form part of the policy. They have however been discussed and agreed by governors.

