


# STATUTORY



## Behaviour Policy

<b>Written by:</b>	Headteacher	<b>Reviewed by:</b>	FGB
<b>Review Date:</b>	July 2023	<b>Next Review Date:</b>	July 2024
<b>Review Cycle:</b>	Annually	<b>Ratified by FGB:</b>	13.7.23
<b>Name:</b> Vickey Ferguson		<b>Signature</b> 	

### **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
- Changing behaviour in school is more than implementing sanctions and rewards
- Every child has the ability to succeed
- Good behaviour and a positive school climate are built upon relationships.
- Each adult has a responsibility towards all Hart Plain children
- Each member of our school community should be a good role model, demonstrating each of the five school values to all
- Pupils are responsible for their own behaviours and choices they make.

### **Aims:**

To:

- Ensure clear, consistent expectations of relationships and actions between all members of the school community
- Encourage a calm, happy and safe environment

### **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 core values at all times.
- Providing a safe, stimulating and focussed learning environment which encourages learning to take place

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

- Taking responsibility for their own learning and behaviour within school
- Understanding, knowing and demonstrating each of the five school values

#### **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 prepared for the school day
- Showing an interest in their child as a learner through attending parents evening, after school activities and encouraging and assisting their child to complete their homework
- Treating all members of the school community with respect

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

If a member of staff sees a child behaving in a challenging way and is not confident they have a secure enough relationship to manage the situation 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 a senior member of staff 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, key students will be working within the support of an IBMP. This will guide all adults working with the child as to strategies that should be adopted and targets that 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. IBMPs will be drawn up by the adults who know the child best with the support of the senior leadership team. They will be easily accessible to all staff sharing responsibility for children with IBMPs.

### **Restrictive Physical Intervention:**

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on request.

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

Hart Plain Junior School house teams are based on our core value colours: Red, Green, Blue, Yellow and Purple. 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. 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 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.

### **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 certificate for this. This contributes towards the house system totals for the children.

### **Values Awards**

Each year, 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 year. Children will be presented in an end of year 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.

### **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, suspension or permanent 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 (W1)  | A child is given a first formal warning, the behaviour is explained to the child and the child's initials recorded on the tracker  |
| Step 2 (W2)  | The child's name is moved to the next step on the class display, with a reminder of a) appropriate behaviour and b) that they are at risk of losing their break  |
| Step 3 (LB)  | The child receives a Lost Break sanction during the next available playtime .  |
| Step 4 (LL)  | The child receives a Lost Lunchtime sanction, and the parents are informed by phone call or in person.   |
| Step 5 (PC)  | If the child continues to disturb the teaching and learning, they may be sent to a different class for the remainder of the session.   |
| Step 6 (SLT) | 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. Parents will be asked to attend if the pupil continues to not comply. |

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. 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.

Children showing particularly challenging 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 any discrimination, violence, bullying 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 in to discuss the behaviour further.

#### **Lost Break**

Children will lose their morning playtime if they reach this step on the chart. This is not something that can be earned back 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. If a child is repeatedly losing their break time then their teacher should discuss this with the senior leadership team where appropriate actions will be identified.

### Oasis – lunchtime

Children will have the opportunity to take themselves out and self-regulate in a room supervised by a member of staff during lunchtimes. We teach the children to recognise when situations are challenging and encourage them to step back. This gives them an opportunity to do this. It will also be a space that lunchtime staff can bring children in to do the same if they are unable to independently manage this.

### Lost Lunchtime

Lost lunchtimes take place in a designated room and run throughout the week according to need. 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 entries must be placed on Arbor for all children and on CPOMS for key students. The 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. Pupils must be delivered to the room by an adult.

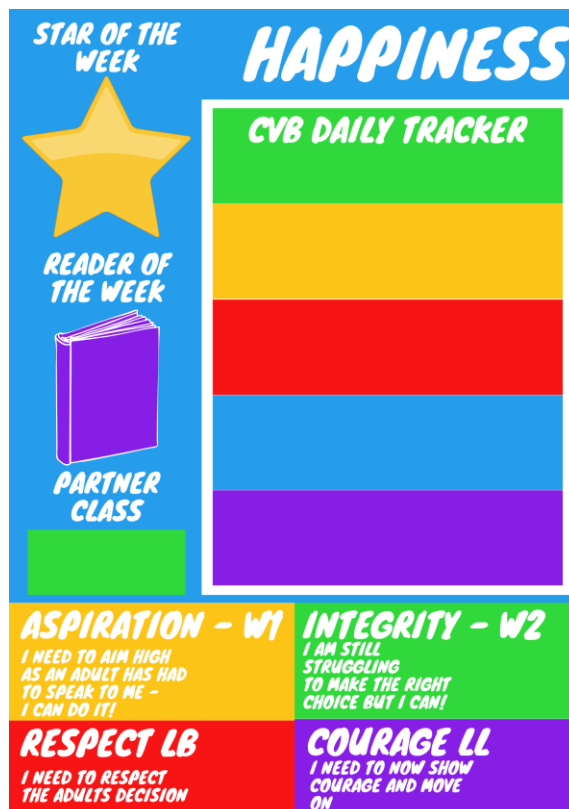
If the child does not attend, or misbehaves during Lost Lunch, the Lost Lunch will carry forward to the next session, with additional time added, to be decided by the leadership and management team.

### Suspension

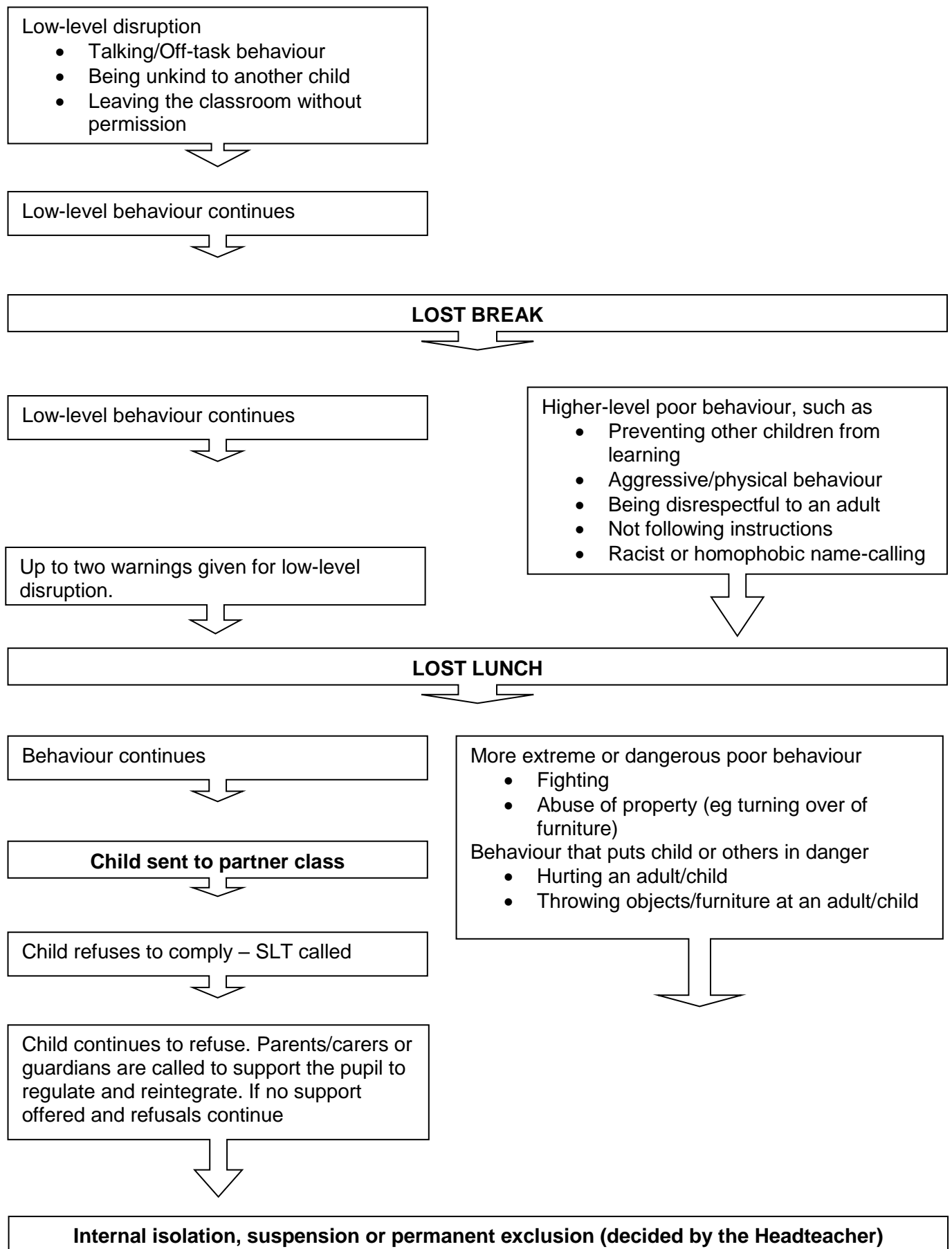
It is the Headteacher’s responsibility to decide whether a child should be suspended or permanently excluded. Suspensions only happen in response to a very serious breach or series of breaches of the school’s Behaviour policy, or where alternative forms of behaviour management have failed. Suspensions may be either fixed term or permanent. A Headteacher may suspend a child on a temporary basis for up to 45 days in any school year. If the Headteacher suspends a child, s/he will inform the parents immediately, giving reasons for the suspension. 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 suspensions are carried out in accordance with current government advice and legislation, with due regard to the school’s Behaviour, SEND and Equalities policies. Following suspension, a child will attend an integration meeting with their parent/guardian/carer and a member of the SLT. This will take place first thing on the morning of the return to school. This is an opportunity to reinforce expectations and make clear that this is a fresh start.

### Behaviour Tracker

The following board will be displayed in each class. This will be a laminated board.



**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.



## **Guidance Notes**

### **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.

- Non-compliance: Once SLT have been called if a pupil continues to refuse then the child's parent, carer or guardian will be called to attend. They will be asked to support the pupil to regulate their behaviour and to reintegrate them. Should parents not support the school then this will lead to a suspension.
- Mobile phones: From September 2022 only Year 6 pupils will be allowed to bring mobile phones on to the school site. Year 6 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.
- 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.
- 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.
- 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.

### **Administration of rewards**

#### **Weekly Awards:**

- Star of the Week – badge for the child's lanyards and message on MarvellousMe
- Headteacher Award – certificate and message on MarvellousMe
- Reader of the Week – hot chocolate time with our Reading champion on a Friday afternoon.
- 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. They are also reported on the newsletter.

#### **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 value badge winners. Teachers elect one child to receive the term award for each of the core values. These are issues in the last assembly of the half term.

#### **Annual awards**

- Core values
- House team winners