



REINWOOD JUNIOR SCHOOL

Behaviour, Discipline and Bullying Policy

Date: November 2016 Review date: November 2019 Version no: 6

Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001, the 2005 amendment and the SEND code of practice 0 to 25yrs. School must not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions. (See also Race equality Policy)

We firmly believe however that it is our responsibility to support and help such pupils to behave in socially acceptable manner and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

The school will ensure all staff are aware of individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties. All staff to adhere to the 'use of reasonable force' advice document 2013.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and help raise self-esteem. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

School Rules

A set of school rules have been devised by the School Council and Staff. The rules are displayed in every classroom. There are a set of rules for the children and for the class teacher.

Rewards and punishments

Positive Behaviour

All pupils will be rewarded for positive behaviour. Over the week the following rewards will be given out -

Team points for good work, attempting to answer a question, being helpful, listening etc will be given to individuals/groups. The team points will be collected from each class at the end of the week and the winning team announced in Show & Tell assembly. Whichever team reaches 25 stars first will be rewarded with a non uniform day where they can wear their team colours.

10 effort stickers will be awarded over the week. The two children, in each class, at the end of each term with the most effort stickers will receive an Odeon Voucher.

Super singers are recognised in singing assembly and stickers awarded.

School Values certificates will be given out in Achievement Assembly.

Pupils will be rewarded for-

- .. Independence
- .. Creativity
- .. Respect
- .. Tolerance
- .. Compassion
- .. Excellence
- .. Fairness
- ..Determination

Head Teacher Award- Teachers send children to the Head Teacher to show excellent work.

Post cards are sent home on a termly basis to all those pupils who have received no more than two Warning cards over the term. The postcards are designed by pupils at the school and the class teacher will write a personal statement on them.

Table of the week- Every Friday the class teacher will nominate a table to receive the Table of the Week Cup. This will be awarded for excellent collaborative working. The winners will keep the cup on their desk for the next week.

Privilege cards at Lunchtime- The Lunch Time Supervisor will choose a pupil each week that has behaved well at lunchtime to receive the Privilege card. Each year group has an

allocated day. This allows them to choose a friend and go in first for lunch and sit on the privilege table.

Lunchtime supervisors will give out stickers/ certificates for good behaviour/manners/eating all their lunch.

Good to be Green

- .. In school we adhere to the Good to be Green Scheme, this has been commended by the Inclusion Team for its consistency. All pupils revert to green for a fresh start each day.

- .. All classes have a sad face on their whiteboard; pupils who break a school rule receive a verbal warning and have their name written beneath this.

- .. If the pupil continues to break the school rules, a first warning card is given, and the pupil is moved to sit on his/her own. A thinking sheet may be given to enable pupils to think about their behaviour and how they will address this.

- .. If a second warning card has to be given, the pupil is sent to the partner class for the rest of that session, or the following session if the warning card is given near to the end of a session. A text message will also be sent out to parents so you are aware that your child has been sent out of class.

- .. If a consequence card then has to be given for continuous disruptive behaviour, the pupil is sent out of class for the rest of the day to work in Isolation with an SSA. A text message and a letter will be sent home to parents. Slips must be returned by parents.

- .. For extreme swearing heard by an adult, an immediate consequence card will be given and you will be informed by a text message

- .. For a physical assault, on either a pupil or a member of staff, an immediate consequence card will be given and you will receive a phone call home. The parents of the injured child will also receive a phone call.

Golden Time will be awarded every Friday @ 2.45pm for all the children who have consistently behaved well during the week. The following procedures will be followed by all staff-

- Every class has a display of 3 lily pads, first green, second yellow, third red. Every child has a frog with their name on. All frogs are on the first, green lily pad at the beginning of the week.
 - If a child gets a second warning card, their frog is moved to the second, yellow pad. If their behaviour is excellent for the remainder of the day, they can earn back their position on the first lily pad. If the second warning is given near the end of the day, they need to earn it back on the subsequent day.
 - If a child gets a second warning again, and they haven't earned back their place on the first pad, then their frog moves to the third, red pad. They cannot earn a move back from this pad and will lose all of their Golden Time
- or
- If a child gets a consequence card then their frog moves to the third, red pad. They cannot earn a move back from this pad and will miss all their Golden Time.
 - If a child receives 3 Warning cards over the week they will miss half of their Golden time

- A pupil whose frog is still on the yellow lily pad at 2.40pm on Friday will lose half their golden time, and will be sent to a Learning Mentor for 15 minutes.
- A child whose frog is on the red lily pad will lose all their golden time, and will be sent to a Learning Mentor.
- A Golden time club will be chosen by every child each half term.

For children who display inappropriate behaviour for reasons related to a disability, for example Autism, Asperger's Syndrome, Tourette's Syndrome etc the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions. The Class Teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom charter. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Class Teacher may discuss these with the whole class, referring to the class charter.

The school acknowledges all the efforts and achievements of children, both in and out of school.

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

Lunchtime procedures

To help maintain good positive behaviour at lunchtime, which can be a long time for some children, the Lunchtime Supervisors use the following system:

To help maintain good positive behaviour at lunchtime, which can be a long time for some children, the Lunchtime Supervisors use the following system:

1) All incidents of unacceptable behaviour will be dealt with by the Lunchtime Supervisors, who will use Restorative Practice. If a child continues to misbehave they will be given time out on the time out stop. The amount of time a child will spend on the 'time out 'stop' will be at the Lunchtime Supervisor's discretion. If there is a further serious incident that day, the lunchtime supervisor will record this in the incident book. After every lunch time, the Incident book will be checked by a Learning Mentor who will then use their discretion as to whether to start an Incident sheet for that child involved.

2) If an individual Incident sheet has to be started for a pupil, by a Learning Mentor, their first verbal warning will be recorded here. (VW1). If the individual with an Incident sheet has to be spoken to again by a Learning Mentor regarding an incident at lunchtime, this will then be recorded as VW2.

3) Any subsequent serious incidents by that child will then be given a First Written Warning (WW1) from the Learning Mentor. This will be recorded on Integris and on their Individual Incident Sheet.

The child will be told that they will miss their next lunchtime. A text message will be sent home to inform parents. The Behaviour for Learning Leader will be informed of this.

Following this, the Learning Mentor may need to give the pupil a Second Written Warning (WW2). The Learning Mentor will record this on Integris and inform the parent/guardian by phone.

The child will be kept in at lunchtime for one week and given work to do. Parents will be told that a further incident will involve a lunchtime exclusion of one week. The Behaviour for Learning Leader will be informed of this.

4) For a Third Written Warning from the Learning Mentor, a one week lunchtime exclusion (off site) will be given. The Head teacher and the Behaviour for Learning Leader will be informed.

Each pupil will revert back to the start at the beginning of each HALF TERM.

Although we generally try to keep to this system, if a more serious incident occurs such as unprovoked violence the Head Teacher may exclude the child immediately from lunchtimes and parents will be informed.

Lunch time supervisors/learning mentor will be made aware of the children who have purple cards/additional needs.

We hope to encourage good behaviour in all our children and to give them the opportunity to change if they have been behaving in an unacceptable way. The Head Teacher will take an assembly at the beginning of the Academic Year to explain the system to the new children and to remind the other pupils. The children should therefore all know the system and how it works, including our new Year 3 children.

Lunchtime supervisors are encouraged to interact with the children at all times and there will be directed sports and activities organised for pupils to take part in.

Although we generally try to keep to this system, if a more serious incident occurs such as unprovoked violence the Head Teacher may exclude the child immediately from lunchtimes and parents will be informed.

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. These are dealt with by the Anti-bullying Coordinators, who then inform the Head Teacher of any incidents and monitor the children involved over an extended period. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of anti-social behaviour at lunchtimes are dealt with by the Lunchtime Supervisors, working closely with the Learning Mentors and Leadership Team.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DFE publication 'Use of reasonable force' Advice for teachers, staff and governing bodies July 2013. Teachers in our school do not hit, push, slap children or invade their space. 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.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or other pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are major concerns. If such pupils have statements of special needs then a review of their statement will be held to determine if it is still appropriate to name Reinwood Junior School as their school. However we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, Governors and the child.

The role of the Class Teacher

It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The Class Teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the Class Teacher keeps a record of all such incidents. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher deals with each incident as set out in Section 2.1.

The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the SENCO, Attendance and Pupil Support Officer (APSO) or LA behaviour support service (PPRS).

The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head Teacher

It is the responsibility of the Head Teacher, 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 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 the implementation of the policy.

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

The Head Teacher has the responsibility for giving fixed-term 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. The Head Teacher will then inform the Governing Body.

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 explain the school rules in the school prospectus and display them around school. 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 to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible 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 make an appointment to speak with the Head Teacher and at this point the problem is usually resolved. However, if these discussions cannot resolve the problem, they should contact the school governors and a formal grievance or appeal process can be implemented.

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 carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues.

Fixed-term and permanent exclusions

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher 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 Head Teacher.

The governing body has a personnel appeals 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 pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. All behaviour incidents whether in the classroom, playtime or lunchtime are reported on Integris.

The Head Teacher 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 suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Anti-bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not pupil), and by being clear that we all follow school rules.

The prime responsibility for all members of the school community is to report incidents of bullying, and concerns they may have that someone is being bullied.

a). Governors

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Head teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

b). Head teacher and Senior Leadership Team

The Head teacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Act 2006 for:

- *"determining measures on the behaviour and discipline that form the school's behaviour policy ---"*
- *"--- encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils"*

It will become a statutory responsibility for schools to record all bullying incidents.

The Head teacher will ensure that:

- bullying behaviour is addressed in the school's behaviour and discipline policy
- bullying is addressed as an issue in the curriculum
- all staff receive training that addresses bullying behaviour

- the governing body is regularly provided with information regarding issues concerning behaviour management including bullying
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

c). Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect.

All members of staff will:

- Provide children with a good role model
- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere.
- Always be aware and take action when there are concerns about bullying
- Report and record all allegations of bullying following the school's procedures
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken
- Record classroom behaviour incidents on Integris.
- Inform parents of serious behaviour incidents in class.

d). Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school.

We expect parents / carers to:

- keep informed about and fully involved in any aspect of their child's behaviour.
- contact the school immediately they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- contact the school if they know or suspect that their child is bullying another pupil
- share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child

When a parent / carer has concerns relating to bullying they should report them initially to the class teacher who may then refer to the anti-bullying co-ordinator.

e). Pupils

Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted and will participate in the development, monitoring and review of anti-bullying policy and strategies. We want our pupils to feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.

We want our pupils to feel that they are supported in reporting incidents of bullying and reassured that action regarding bullying will take place.

We expect that pupils:

- will support the Head teacher and staff in the implementation of the policy
- will not bully anyone else, or encourage and support bullying by others
- will tell an adult if they are being bullied, usually either a member of staff or parent (could suggest alternatives)
- will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied

Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Review

The governing body reviews this policy every three years. 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.

Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Version History

Version	Date	Change	Author	Approved
4	January 2012	updated	Miss Battye	1.2.12
5	January 2015	updated	Miss Williams	March 2015
6	November 2016	updated	Mrs Haigh	November 2016

Signed