

Hazelmere Junior School



Behaviour Policy

Policy written: November 2018

Approved by governors: December 2018

Review date: November 2019

This policy should be read in conjunction with:

Anti-bullying policy

SEND policy

Child Protection Policy

Our vision for behaviour at Hazelmere Junior School

We understand that our pupils' happiness requires the presence of positive relationships. Teacher and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Hazelmere Junior School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than a reliance on sanctions alone. Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum.

Adults within the school environment – including non-teaching staff and visitors to the school – have a duty to provide positive role models in all areas of behaviour. Older pupils are encouraged to care for and support those younger than themselves both inside and outside the school building, just as they would in the family home.

At Hazelmere Junior School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, happy, calm and fair. The vast majority of our children behave well for the vast majority of the time. This is due to their intrinsic desire to do the right thing and the positive influence of the people in their lives, as well as the welcoming ethos of the school. We strike a balance between recognising positive behaviour and having appropriate sanctions which are seen by all to be fair and applied consistently when standards of the expected behaviour are not maintained. We also aim to produce pupils who have an awareness of appropriate behaviour in all social and academic contexts.

Aims

This policy is based on advice from the Department for Education (DfE) and aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the schools' statement of behaviour principles. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- The senior leadership team will support staff in responding to behaviour incidents and will keep a record of those incidents it is necessary for them to become involved with.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Complete tasks given to the best of their ability
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Working in Partnership

The Governing Body will review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher and Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with unwanted behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

All staff are responsible for implementing the behaviour policy consistently, displaying the school values, modelling positive behaviour, developing positive relationships with children, communicating regularly with parents to share 'over & above' behaviour or modify unwanted behaviour, creating and maintaining a calm but stimulating environment and an engaging curriculum, monitoring behaviour and recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents. The Headteacher will take a lead in developing, following and monitoring Behaviour Management Plans, and in promoting and ensuring positive behaviour across the school day and in liaison with all staff members and parents.

Successful behaviour management relies on positive partnership with families. We encourage parents and carers to work with the school in helping to foster positive attitudes and behaviour, supporting their child in adhering to the behaviour policy, informing the school of any changes in circumstances that may affect their child's behaviour and discussing any behavioural concerns with the class teacher as soon as they arise.

Pupils are expected to behave in a calm and self-controlled way, show respect to members of staff and each other, allow all pupils to learn, follow reasonable instructions from staff, show resilience, report unwanted behaviour that can't be ignored, treat the school buildings and school property with respect, reflect on their behaviour and accept sanctions when given.

Our behaviour expectations are linked to our school motto of 'If it's to be, it's up to me' and our school values:

- Achieve across the curriculum
- Be adaptable
- Show respect
- Be motivated
- Work together
- Be responsible
- Relate well to others
- Be confident
- Be a good citizen
- Care about yourself

Making the Right Choices

At Hazelmere, we believe pupils always have a choice in how they behave. However, if a pupil does not work within our behaviour code we will give them a reprimand or sanction. If positive approaches and planning are not working, it may be necessary to impose sanctions. Sanctions do not need to be harsh but need to be applied consistently, fairly and calmly, taking into account the age and additional needs of the child. Being consistent helps children

understand where the boundaries are and helps them manage their behaviour themselves. Although there must always be an individual, bespoke approach to every pupil, the school's list of incidents of misbehaviour (see appendix 2) provides a framework for dealing with a range of behaviours. Consideration should also be given to keeping children motivated and not feeling that 'all is lost'. If a sanction has been given, then it is also important that the pupil has an opportunity to reflect on what has happened; talk about how they feel about the situation and identify what they could do differently in the future. A good tool for this is the incident narrative (appendix 3). When children make the right choices in school they will feel a sense of achievement and greater self-esteem, and for many, this is enough of a motivator.

Additional motivators might include:

- Specific praise to individuals, groups and classes, describing what right choices have been made.
- Whole class positive approaches to recognise when right choices have been made.
- Pick of the Week – an opportunity to celebrate children and their attitudes to learning in Awards Assembly.
- Trust to carry out important jobs and roles in the classroom and around school, including Prefect duties in Year 5 and 6, where children nominate themselves and are voted for by school staff.

'Over and Above' Behaviour

Some children's behaviour can be described as 'Over and Above' expected behaviour. These children might put even more effort into their school work, do more than expected for homework, be an empathetic friend and display exemplary behaviour around the school. Motivators for these children might include:

- Share the praise – send the child to another staff member for additional praise or let parents know what they have achieved.
- The Head Teacher may give a reward sticker.
- End of year award for consistent 'over and above' behaviour across the year.
- Postcards sent from school to home, sharing the positive praise with parents
- Weekly Gold stars and 'Jewels' for consistent good behaviour, or acts of kindness in school. At the end of the year, the children receive certificates for their collection of 'Jewels' and gold stars.

Consistent Responses and Sanctions for Unwanted Behaviours

We have a consistent approach to unwanted behaviour, which is followed by all members of staff and in all parts of the school day. Discussions on behaviours are always linked back to the school values and, where possible, are private between the member of staff and the child (and their parent, if the member of staff decides it is necessary to inform parents).

Playtimes give children different challenges in making the right choices. The social skills and understanding of children will be at very different levels and the lack of structure can be difficult for some children to deal with. If a child has been particularly unkind or hurt another child, we may choose to use the Restorative Justice approach to help them resolve the situation, see appendix. This will require spending some time in the Reflection Room during lunchtime, so that reflection time is given and conflict can be discussed and resolved.

During lesson time, the school operates a 'white slip' system if classroom behaviour stops the child or other children from learning, and strategies and approaches listed below have already been followed. This means that the child is sent to another classroom to complete their learning. If a child receives 3 white slips in a short space of time, parents will be contacted and invited into school to meet and discuss their child's behaviour.

We also keep a record of any incidents that occur at break or lunchtimes via a record of pink slips (appendix 5). Midday Assistants feedback to members of the Senior Leadership Team and class teachers regarding any incident that has occurred at break/lunchtime which may be passed on to the Headteacher. Time may be spent in the Reflection Room at lunchtime to discuss the incident and to reflect on their behaviour choices. An incident narrative may be completed following a discussion between a member of staff and the pupil (see appendix 3)

Some children may require an individual behaviour management plan (see appendix 4) to help and support them and encourage them to make the right choices.

Inside school & during lessons	A classroom behaviour which stops you or others learning.	Repeated classroom behaviour, over a number of lessons, which stops you & others learning.	Dangerous or damaging behaviour in the school building or grounds.
	Approaches may include: -Calm verbal reminders of expected behaviour. -Calm but assertive verbal reminders, with a reminder of possible sanction. -Moving seat to aid concentration. -Time in after the lesson, to reflect on behaviour & re-set expectations. -Complete work in own time	Approaches may include: -Monitoring of behaviour. -Individual seating arrangement for some activities. -Time out of class. -Reporting behaviour to SLT and/or parents. -A Consistent Management Plan showing individual responses & strategies.	Approaches may include: -Supervision & de-escalation script. -Movement to a safe place. -Involvement of SLT/parents. -Use of physical intervention if deemed necessary. -Tidying / repairing / apologising following de-escalation. -Time walking with an adult / in Reflection Room. -Time out of class (internal exclusion). -External exclusion.
Playground and Field	A playground behaviour which stops others enjoying playtime.	Repeated behaviour, over a number of play/lunchtimes, which stops others enjoying playtimes.	
	Approaches may include: -Calm verbal reminders of expected behaviour. -Calm but assertive verbal reminders, with a reminder of possible sanction. -Walk and talk with an adult, reflective conversation.	Approaches may include: -Monitoring of behaviour. -Involvement of SLT and parents. -A Consistent Management Plan showing individual responses & strategies. -Managed play and lunchtimes, including time off playground.	

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Restorative approach

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others,

and seek ways to bring about resolution and restoration (see appendix 1).

Restorative approaches allow adults to model emotional literacy and develop the child's empathy, so that their drive to behave in a negative way is challenged by the impact the behaviour has on others in society. It is not about using fear to force a person to change behaviour or make amends, but instead using structured conversation to make them accountable for what they choose to do.

At Hazelmere Junior School, we will:

1. Speak to the children separately first. Check that the child who has been hurt is comfortable to meet with the child who hurt them.
2. Talk with each child about what happened according to them, what they might both have been feeling and how the situation can be resolved.
3. Meet with both children and give them both the opportunity to speak and to describe their feelings at the time and now.
4. Encourage the wrong doer to repair the harm by acknowledging it and expressing that they are sorry.
5. Decide on what will happen next time, what they will both do if the situation arises again and how they will avoid it happening again.
6. Speak to the wrong doer on their own and agree an appropriate sanction. Be clear of actions to be taken if it were to happen again.

Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed. A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all students must tell the truth and own up to what they have done. Then the approach continues in the following way: A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

These are the questions to be asked during a restorative justice conversation:

- *What happened?*
- *What were your thoughts and feelings at the time?*
- *Who has been affected and how?*
- *What are your thoughts and feelings now?*
- *What do you need to do to move on/feel better?*
- *What do you need to do to put this situation right?*
- *What needs to happen now in order to put things right?*

It is the responsibility of all members of staff to monitor children's adherence to our values and rights. Time will be dedicated in class and assemblies to explore our core values. There will be regular reminders in assembly about our values, rights, rewards and consequences.

We acknowledge that there may be some children for whom a personalised support programme is more applicable for their mental health needs, which may impact upon their behaviour. In these instances, a Behaviour Management Plan will be written and co-ordinated by the SENCO in which the child and the family will be involved. The purpose of this will be to plan strategies that will support the child in developing their skills in managing their behaviour more successfully. This may also trigger the support of outside professional agencies. If a Behaviour Management Plan is necessary, it will be a requirement for the child to be placed on the schools SEND list, under the category of Social, Emotional and Mental Health Difficulties (SEMH). However, the expectations of good behaviour remain and are actively sought. When making decisions involving these children, we will balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Behaviour Outside School

The school may choose to reflect with children and /or impose sanctions in respect of poor behaviour out of school, if it is deemed necessary and the circumstances are clear.

Inclusion

A small number of children will continue to find these behaviour expectations difficult to follow. There are many reasons why this may be the case. Reasons can include a diagnosed (or as yet undiagnosed) need such as Autism, ADHD or Attachment difficulties. Children displaying challenging behaviour may have experienced short or long term disruption in their home life, trauma or other difficulties, or they may need support in transforming behaviours which have simply become a habit.

Although these are reasons why a child may display unwanted behaviours, they are not excuses. Given the positive relationships, the right support and consistent expectations, the child can be assisted in changing how they react to situations and learn more acceptable habits of behaviour.

Through our desire to be a fully inclusive school, we understand this can cause issues at times for some children, but we strongly believe that other children in the school can learn tolerance and resilience when working and playing alongside children who find it difficult to regulate their behaviour, and can help to modify this behaviour by modelling expected behaviour, ignoring unwanted behaviour and being a good friend. We always include the impact on other children when considering the support strategies and sanctions for our children who need additional support. The support strategies and sanctions for these children will be private between staff members, the child and their parent, but all members of our community should understand that the school will deal with issues fairly, thoughtfully and with the needs of all children in mind.

This school is committed to giving children who find it difficult to make the right choices the extra help they need to overcome these barriers, just as we support a child who cannot yet read. This support is often needed over a long time so that new behaviours are embedded and become habit. Any lapse in developing these new behaviours can knock the child's self-esteem and damage their reputation amongst their peers, which further inhibits their success. School sanctions will be imposed alongside strategies including, but are not limited to:

Monitoring and intervening at the early stages of unwanted behaviour

Individual Behaviour Management Plan

Therapeutic activities

Yoga sessions

Social skills activities

Thrive support

Family Support Worker

Managed playtimes

Additional support

Outside agency involvement

These children may be added to the SEND register, will have regular SEND review meetings to discuss Profiles and, in some cases, work towards an EHC Plan (see SEND policy).

Appendix 1: Restorative approach script

Appendix 2: Incidents of misbehaviour

Appendix 3: Incident narrative

Appendix 4: Behaviour Management Plan

Appendix 5: White slip/pink slips

Appendix 6: Exclusions

Reflect, Repair and Restore

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can you show that you are sorry?
- How can we put it right?
- What have we learnt, so that we make a different choice next time?
- Sanction given.

Appendix 2: Incidents of misbehaviour

A Adult to speak with child/give warning, 'time out' areas deployed	B White slip = lesson time Pink slip = lunchtime	C Exclusion
Pushing, tripping	Fighting	Persistent fighting
Leaving classroom without permission	Leaving premises and returning when asked	Leaving premises and refusing to return
Threatening language/gestures	Verbal abuse, including racism	Persistent or severe verbal abuse, including racism
Calling silly names/unkind words	Inappropriate language/behaviour (verbal/written/physical) eg. biting, hitting, spitting	Persistent inappropriate behaviour/physical assault
Refusing to do as asked	Refusing to do as asked (2 chances)	Persistent refusal
	Low level disruption which disrupts learning	Inappropriate physical behaviour to an adult
	Rudeness/back chatting an adult	Swearing at an adult
	Throwing stones	Carrying an offensive weapon
	Stealing	Stealing (depending on severity)
	Misuse of school property (defacing school books, computers etc.)	Persistent disruptive destruction
	Graffiti/vandalism	Serious destruction/wilful damage to school property
		Urinating in inappropriate places
		Substance abuse

NB. This list is not exhaustive and consequences will depend on the severity of the incident.

Reflection Time

What was my problem? *Draw or Write*

How did I feel? *Draw or write*

What did I need? *Draw or write*

What can I do next time?

- 1.
- 2.
- 3.

Choose one way and imagine yourself doing this.
Draw a picture

**Use a *Feelings* help card and a
Coping Strategies help card, if you need one.**

Appendix 4: Behaviour management Plan (example of)

Levels of Behaviour	5 POINT SCALE	Examples of Behaviour	Strategies	Sanction
Low Level	2	<ul style="list-style-type: none"> Refusing to work /listen to instructions 	<ul style="list-style-type: none"> Positive rule reminder Simple verbal direction/question Diversion/distraction - variety of objects in sensory box 	Move on traffic lights
Medium Level	3	<ul style="list-style-type: none"> Opting out of/ refusal to do work Moving objects or equipment Wanting to leave the classroom without permission Shouting 'no' and screaming 	<ul style="list-style-type: none"> Given three chances to do as asked Use visuals to represent each 'chance' to make the right choice. Allow thinking time of 5 minutes (timer) Give chance of working on their own at their workstation (within the classroom) 	<p>Removal of reward/treat.</p> <p>Leave them to work alone - ignore them.</p>
High Level	4	<ul style="list-style-type: none"> Failure to comply at previous level (persistent refusal) Leaving classroom without permission Offending pupils/adults with inappropriate language - <i>Stupid, idiot</i> Picking up object with intent to throw at someone Refusing to go back to class Wanting/trying to leave the school building Throwing objects around the classroom 	<ul style="list-style-type: none"> Remove from class to work with TA/SENCO - return to class when calm. Send for HT/SENCO or member of SLT Given choice to go to safe place. Remind them of use of ipad or Thrive Room once work completed 	<p>Move to a 'work station' outside of the classroom.</p> <p>Complete missing work during lunch time.</p> <p>Loss of reward at home.</p> <p>Send work home to complete.</p>
Extreme	5	<ul style="list-style-type: none"> Failure to comply at previous level (persistent disobedience/refusals) Throwing objects at a person with intent to harm the child/adult Hitting, kicking or spitting at a peer or an adult with intent Damaging school property 	<ul style="list-style-type: none"> Send for HT/DH or member of SLT Restraint may be used 	EXCLUSION- with work sent home to complete

Appendix 5:

Exclusions Procedure

At all times we work to the framework of national government guidance which can be found online:

Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to Exclusion - DfE September 2017

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher can exclude a pupil. The decision to exclude a pupil must be lawful, reasonable and fair. The Headteacher takes into consideration any protected characteristics, groups vulnerable to exclusion, any SEN/disability and whether school has taken steps to meet any social and emotional needs.

Where suitable, **internal exclusion** may be used, where the child has no contact with their peers and is supervised by an adult one-to-one in school (white slip).

Fixed exclusion: The child will be excluded from school for a period of time set by the Headteacher. There is no list of set behaviours for which a pupil can and cannot be excluded, and the decision to exclude lies with the Headteacher. Headteachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy or threatens the safety of the child themselves, an adult or other children).

Permanent Exclusion will be used:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such.

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test. Further guidance on Governor roles and what parents can do if they are unhappy with the decision to exclude, can be found in the publication above.