



Growing and learning together

We aim to ensure our children are given the best possible life chance by providing a safe, happy, stimulating, challenging and inclusive learning environment where the children, staff and local community respect, support and bring out the best in each other.

Behaviour Policy

Reviewed Autumn 2018

Next Review:

Autumn 2019

1. Introduction
2. Aims of the policy
3. Governing Body Statement
4. How good behaviour is encouraged
5. How unacceptable behaviour is discouraged

(Stages system)

Appendices

1. Four stage behaviour system policy

1. Introduction

* We believe our school promotes high expectations and motivation to achieve successful learning through valuing each other, the school community and ourselves.

- The positive values promoted by the school are encompassed in the following four aims:

*To encourage children to be confident, motivated and independent learners.

*To effectively promote children's moral, social, cultural and spiritual development.

* To promote high standards of behaviour and encourage self discipline.

*To value and respect the views and contributions of all members of the school, parents and wider community.

2. Aims

The school curriculum has two main aims:

*To provide opportunities for all pupils to learn and achieve.

* To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Visitors to the school should be impressed by the quality of the welcome they receive, by the way in which staff and pupils address each other, the care which pupils display towards their own and other people's possessions and the way in which movement around the school shows respect for others. We aim to put the emphasis on praise and reward for good behaviour

Holtsmere End Junior School is a learning environment where everyone has the right to:

- Be shown respect
- Learn and to teach
- Have equality of opportunity
- Be safe
- Be treated fairly and with kindness
- Achieve one's potential and to have achievement recognised
- Treat property and the environment with care
- Make appropriate choices
- Be listened to
- Be treated as an individual
- Develop one's own beliefs.

With these rights we all have the responsibility to:

- Respect the rights of others
- Celebrate success for ourselves and others
- Be honest and tell the truth
- Be responsible for our own actions
- Try the best of our ability
- Act as a good role model
- Act with self control.

Expectations

We expect:

- Everyone to make the best use of his/her learning opportunities
- Everyone to behave in an orderly fashion at all times
- Everyone to aim for high standards in all they do
- Everyone to show care and respect for each other and never engage in the values we reject
- Everyone to show respect for themselves by taking pride in their work and their appearance
- Everyone to exhibit high standards of behaviour at all times
- Everyone to have the right to learn, the right to teach and the right to carry out their tasks in an atmosphere that is pleasant, safe and well ordered
- Everyone to strive to provide equality of opportunity and to meet the needs of all
- Everyone to be honest and to tell the truth
- **Everyone will work together to achieve the aims of this policy.**

3a. Behaviour Principles and Safeguarding Statement for Holtsmere End Junior School

We, the Board of Governors of Holtsmere End Junior School:

- adopt and support the School in achieving its values, safeguarding its rights and following its rules
- respect and value all members of the School community and are committed to providing a caring, friendly and secure environment for all pupils so that they can learn and achieve success in a safe and happy environment;
- recognise our responsibility to safeguard all who access our School and we promote the welfare of all pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying;

- value the strong relationships that exist in the School which leads to mutual respect and we encourage positive behaviour;
- have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability; and
- seek to eliminate all forms of discrimination, harassment and bullying.

This statement will be applied with consistency and fairness with regard to each individual situation.

3b Monitoring School Discipline and Understanding Pupil Requirements

It is recognised that on occasions sanctions may be necessary to demonstrate that seriously inappropriate behaviour is unacceptable; to express the disapproval of the community; and to deter other pupils from similar behaviour. The Board of Governors will monitor the School in this regard.

It is recognised that sanctions will enable the pupil to reflect upon and learn from their behaviour and make reparation wherever possible. Because of the focus on positive behaviours and the opportunities for pupils to learn from their mistakes, the Board of Governors expects lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs can experience particular difficulties with behaviour and the School will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the School must 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.

The Governing Body works with all members of the School community to understand the pupils and their circumstances and believe this relationship is an important part in building a strong learning community.

4a. How Good behaviour is encouraged

Holtsmere End Junior School expects all members of the school community to behave in ways consistent with the school's key values and in line with British values. We aim to promote these values by setting a good example and by recognising children's behaviour by means of positive encouragement.

We firmly believe in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.

We aim to involve staff and pupils in determining school and classroom rules.

We aim to encourage staff to adopt a consistent approach to classroom management.

We aim to secure the orderly atmosphere necessary for effective learning and teaching to take place.

We believe in rewarding positive behaviours which embody the school's ethos and values in the following ways:

- Praise from staff
- Responsibilities given, for example: monitors, members of the school council.
- Showing good work to staff.
- Showing good work in school assemblies (sharing and achievement)
- House points, stickers, certificates, raffle tickets, prizes and achievement assemblies.
- Positive phone calls home , letters home, notes in link books and headteacher awards.

4b We promote outstanding learning behaviour through the 5 Rs;

Learning is an innate ability in all of us, just like running. In the same way that we can learn to become faster runners we can also learn to become better learners. The 5Rs of Learning are learning behaviours that can be isolated, practiced and honed. By focussing on and improving individual learning behaviours the learner can learn more effectively. It is our belief that the learning skills developed in this way will better equip our children for optimum learning at Holtsmere End Junior School and beyond.

In school we focus on a different R each week. The R focus will be the theme for assembly during the week. On a Friday each teacher will nominate a child from their class who has achieved the R the most successfully. Examples of the weekly targets are;

1. Relationships

I can work well on my own and can work collaboratively with other people.

I help others which helps me understand what I know.

I know my targets for my own learning and work towards them.

I can work with others to learn effectively.

I consider other people's learning.

2. Resourceful

I can plan ahead in my learning and know what will help me learn.

I know where to find information, including through ICT and use it in my work.

I can talk about what I am going to do and what I have done.

I can think creatively and differently about problems and record my work in a variety of ways.

I take risks and will have a go.

I know who to ask to help me learn.

3. Resilient

I stick at things even when they are difficult.

I try to remember what I already know to help me work out something difficult.

I use a range of strategies to help me when I am stuck.

If I make a mistake I learn from it and use it to help me learn and grow.

4. Risk

I challenge myself beyond the class expectations.

I try things that I haven't tried before

I look for ways to do things that might be different from other people

I look for different ways to achieve things

I am not afraid to get it wrong

5. Reflective

I can experiment with different ways of learning.

I can use different ways of assessing my learning.

I can make connections between my learning in school and outside school.

I do not accept second best and look for ways to improve.

I look for feedback from my teachers and peers and think about how I can u

4b We promote British values across the school through our school values.

The six school values are; patience, empathy, respect, appreciation, kindness and consideration. Children are awarded golden tokens for demonstrating these values in line with the 'value of the fortnight'.

Pupils who have challenging behaviour will be rewarded when they achieve the targets set for them.

Sanctions and Support for Incidents of Poor Behaviour

The pastoral system gives teachers a key role in the care of pupils. Incidents of poor behaviour outside the classroom will be reported to the teacher and the teacher will decide to take further action if they feel it is necessary. They may decide to consult a member of the SLT and ask for their support in the matter.

We run a behavioural stages policy, from stage 1 (minor incidents) to stage 4 (serious incidents). See appendix 1

Managing Time Out

Aim

The aim of time out is to allow the children to take time away from the class, calm down and consider their behaviour and the impact it has on others. Then to make a positive decision to make better behavioural choices upon their return. After a period of time they will be invited to rejoin the class and make any apologies that are necessary.

A child will be given a verbal warning and a chance to improve their behaviour but if they choose to ignore this they will be told that procedures have begun

Stage 1 (in class time out)

Each class will have a table and/or set apart from the rest of the class where the child can sit for the duration of time out. Their name will be written on the board under the sad face and they will be told that procedures have begun. They will remain in this place for 5 minutes after which they will be invited to rejoin the class and make apologies as necessary. If the behaviour then continues it will become a Stage 2. (1minute of playtime/lunchtime will be lost)

Stage 2 (paired class time out)

If a child is at Stage 2 they require time out in a partner class.(Year 3/4 and Year 5/6) The sending teacher gives the child a yellow reflection sheet (differentiated for upper KS2 and Lower KS2) and the child is taken to the receiving class. In this class the child will sit at the time out table/chair and complete the reflection sheet detailing what happened, why it happened, what rule or right was affected by the behaviour and what needs to be done to fix things. After 10 minutes the child returns to his/her original class. When they return to class the teacher invites them to rejoin the learning and

give any apologies that are necessary. At the end of the session the child will stay back to discuss the reflection sheet with the class teacher and this will be kept in the class folder (The next playtime will be missed)

At lunchtime the MDS will investigate thoroughly and will issue the Stage 2 reflection sheet this will be discussed with the child and handed to the class teacher. The teacher will keep it in the class folder as a record. (The next playtime will be missed) It is expected that teachers informally report behaviour concerns to parents at the beginning of the day, end of the day, link book or by phone if necessary. However if a child is given time out on a number of occasions in close succession (no hard and fast rule but guidelines is 3 times in a half term) then the teacher will ensure that action is taken to stop the low level disruption continuing- in most cases this will involve the children being given a daily reflection sheet with a clear target identified. This reflection sheet will be assessed by the child and teacher after each lesson against the identified target. This will be monitored by an SLT member at the end of each day and sent home to parents daily. This will ensure that the child is able to make improvements.

Stage 3:

If a child has progressed through these stages and then continues to make poor behavioural choices they will be given an orange reflection sheet to be completed and they are sent for timeout with a member of the SLT. At the end of the session the SLT member meets with the class teacher and the child and apologies are made. Parents are informed. If a number of Stage 3's are given in close succession (see guidelines above) a meeting will be held with the parents and support plans put in place. (Children miss a playtime and a lunchtime) At lunchtime the MDS will investigate thoroughly and an orange sheet is completed, discussed with the child, the child is then taken to a member of the SLT on duty that particular day. The orange sheet is then given to the teacher will keep it in the class folder as a record.

Stage 4 :

If a child either chooses to continue to behave unacceptably after returning to their own class or commits a serious incident, e.g. any act of violence on the playground, they will be sent to the headteacher with a red reflection sheet to be completed. Parents will be informed either by phone or direct contact and a letter will be sent home. We expect parents to discuss the incident with their child and return the tear off slip indicating that they have done so. These reply slips will be collected by the office staff.

Stage 4 is considered to be very serious and if a child has to be dealt with at this level twice in a half term a one-day internal informal exclusion will follow. If a child receives a third Stage 4 in half a term an automatic one day official exclusion is issued. This does not affect the headteacher's right to exclude immediately following a serious incident.

All stage 4s must be thoroughly investigated and witnessed before being signed and sent home and may take account of extenuating circumstances such as first offences, home situation etc. The red reflection sheet is kept in the class folder.

On returning to a 'normal' school day the child then misses playtimes and lunchtimes for 5 days and spends time carrying out restorative jobs around the school eg helping sweep the floor in the dining room at lunchtimes.

Fast track to Stage 4

It is possible that for serious rule breaches, such as persistent refusal, swearing at a teacher, fighting in class etc children are accelerated to a red

This will necessitate time out with Head/deputy and the procedures followed as above.

Unacceptable behaviour and ways to improve this may also be discussed within the School Council, in class circle time, in assembly, through the worry boxes or through the SEAL programme.

Individual behaviour reflective records will be kept to allow children to set their own behaviour targets, this will motivate pupils and establish patterns of appropriate behaviour.

Fixed period exclusion: This sanction may only be imposed by the headteacher and may not exceed more than fifteen days in any school term. Its main purpose is to provide a 'cooling off period' pending agreement with parents and the pupil about future conduct.

Permanent exclusion: This sanction may only be imposed by the headteacher. It is a measure of last resort where the school has taken all reasonable steps to avoid excluding the child and allowing the child to remain in school would be seriously detrimental to the education or welfare of the pupil or that of others at the school.

See appendices:

1. Stage descriptions
2. Policy and procedures for breaks and lunchtimes
3. Bullying Policy
4. PSHE and Citizenship policy

The policy will be reviewed regularly in order to celebrate achievements and set priorities for further development.

When evaluation identifies a matter for concern, the school will take action to address the matter. This policy cross references with a number of other school policies

Appendix 1: Four stage behaviour system policy

Stage 1

Examples:

- Wasting time
- Interrupting
- Calling out - we expect children to put their hands up and not interrupt when others are speaking
- Giving a defiant or insolent look - we expect children to respect adults at all times
- Inappropriate chatter or inattentiveness - we expect children to listen and work hard

Stage 2

Examples:

- Preventing others from learning
- Making an insolent or rude remark
- Ignoring a request or instruction
- Spitting on the ground
- Spoiling property

Stage 3:

Examples:

- Making a personal insult
- Leaving a room or area without permission
- Blatant disobedience
- Swearing
- Spitting at someone
- Play fighting
- Throwing an object
- Telling lies
- Making an insulting gesture

Stage 4

Examples:

- Making racist, abusive or threatening remarks
- Aiming an object at someone - putting others at risk on health and safety grounds
- Causing a deliberate injury
- Biting or kicking someone
- Fighting
- Screaming
- Irreparable damage to property
- Persistent swearing

