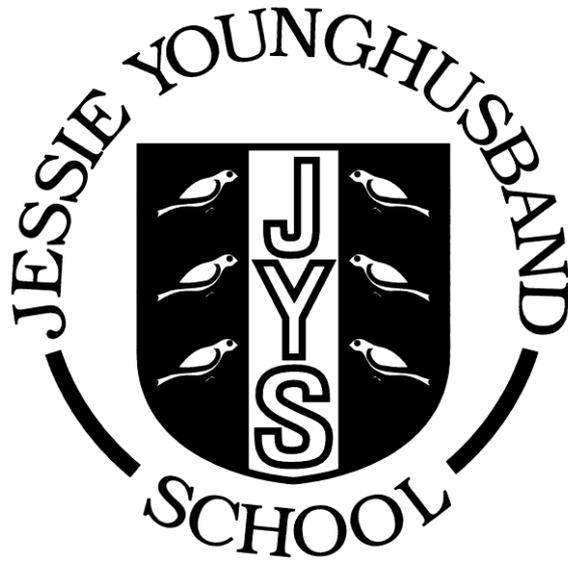


JESSIE YOUNGHUSBAND SCHOOL



Behaviour Policy

Updated Autumn 2018
Review Autumn 2021

Aspire ~ Respect ~ Enjoy

AIMS

- To ensure a safe and happy environment, where everybody in the school community feels valued and respected.
- To promote behaviour that allows all children to achieve their fullest potential through high quality teaching and learning.
- To promote the personal, social, moral and emotional development of each child.

OBJECTIVES

- To develop pupils' self-discipline and self-control.
- To enhance pupils' self-esteem.
- To encourage accountability for behaviour across the school community.
- To encourage individuals to recognise and respect the rights of others.
- To encourage children to develop good manners.
- To further embed our Growth Mindset approach in all areas of learning and development so that children have the skills they need to realise their full potential.
- To promote our school values: *Aspire ~ Respect ~ Enjoy*.
- To enable and support pupils to resolve conflict.

We believe that our school should:

- Provide a happy and safe environment where everyone is valued and respected;
- Seek to achieve good relationships with all those involved in the school through mutual support and open and honest communication;
- Encourage everyone to aim high and try to achieve their full potential, whether in academic work, sport or play;
- Collectively create a stimulating environment which fosters excitement and enthusiasm for learning;
- Encourage active participation and involvement in our local community and appreciation of our place in the wider world.
- Know that everyone has the right to be shown respect by everyone else but that with this comes responsibilities.

Rights and Responsibilities

The fundamental rights for every member of the JYS school community are:

- The right to LEARN (and for staff to teach).
- The right to be treated with dignity and RESPECT.
- The right to feel SAFE (physically and emotionally).

Rights have corresponding responsibilities. A few examples are:

- Manners e.g. Please, thank you, please may I borrow...
- Caring for property.
- Moving appropriately around all areas of the school.
- Being ready to learn or teach and making the most of the opportunities by trying our best.

Pupils have a right to:

- Learn in a friendly, encouraging, secure and supportive school environment;
- Have appropriate access to the teachers' time;
- Be heard and be able to express opinions.

Pupils have a responsibility to:

- Show respect to people and the property of others;
- Be co-operative and considerate;
- Act in a safe and responsible manner for themselves and others;
- Speak out, but also to listen.

Staff have a right to:

- Work in a pleasant and safe environment and to be able to achieve job satisfaction;
- Be treated with courtesy and respect;
- Create 'time out' situations for pupils when they are disrupting other people's rights to learn/teach;
- Support from colleagues and parents.

Staff have a responsibility to:

- Ensure that they are encouraging, positive, consistent and that they discipline fairly;
- Recognise and respond positively to good behaviour;
- Consult with, and support, colleagues and parents;
- Work within the framework of whole school policies.

Parents have a right to:

- Expect consistent approaches to codes of behaviour used by teachers throughout the whole school;
- Receive and offer information about their child's education and behaviour.

Parents have a responsibility to:

- Let the school know of any concerns relating to their child;
- Support the school in promoting good behaviour;
- Be willing to listen and work with the school in developing solutions to problems.

School Code of Conduct and Shared Expectations

Our positive school ethos comes from successful classroom practice. Most pupils accept the need for a common guiding framework and most will accept readily the sort of values we seek to promote. We expect high standards of behaviour. We do this through our Code of Conduct which has been agreed through involvement of the staff and children.

At the beginning of the academic year the class teacher and the children discuss and agree class rules. These are displayed in every classroom and are referred to as appropriate. Class rules are closely aligned to the school Code of Conduct.

The school Code of Conduct is attached at the end of this policy.

We also implement this Behaviour Policy through our:

- School ethos;
- Agreed and shared values and learning behaviours;
- Expectations of the school community;
- PSHE Curriculum and assemblies;
- Agreed playtime Code of Conduct;
- School systems;
- Rewards;
- Sanctions;
- Support systems for individual pupil needs which may involve working with outside agencies;
- Liaison with parents.

Management of Behaviour

Classroom management – and in particular the quality of teaching and learning – is the key to managing pupils' behaviour effectively. Classroom management skills include: detailed planning and preparation to ensure that pupils are engaged in relevant and appropriate tasks; involving pupils in stimulating active learning; grouping pupils in ways that minimise disruption; anticipating problems and dealing appropriately with incidents before they escalate. Regard should always be had for the message any inappropriate behaviour may be conveying from the child.

Teachers employ skills of 'positive correction' to deal with low-level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines.

Teachers plan for positive correction by:

- Choosing the language of correction;
- Selecting the best strategy;
- Managing the correction in the least intrusive way.

Positive correction is DIRECTIONAL BUT POSITIVE. It involves:

- Ensuring appropriate tone and gesture;
- Pausing to ensure that attention is gained before giving directions;
- Using privately understood signals;
- Tactical ignoring of secondary behaviour to keep the focus on the primary behaviour;
- Distraction and diversion;
- Partial agreement – ‘that may be so, but...’
- Question and feedback – what?, where?, how?, when? .
- Rule reminders;
- ‘Take up time’ which allows pupils enough time to do what has been asked and ‘save face’ avoiding unnecessary confrontation;
- Choice direction – convey that if a child continues to behave in an unacceptable way then there will be a consequence of some kind – immediate or deferred.

PROMOTING GOOD BEHAVIOUR

It is all too easy to notice bad behaviour and take good behaviour for granted. If we want to promote positive attitudes to learning and a harmonious working atmosphere, we need to recognise those children who work hard, who are friendly and co-operative, courteous and kind. For example, if the noise level in the classroom is too high, it can often be lowered just as effectively by praising those pupils who are working effectively rather than admonishing those who are not.

Positive Behaviour Management

We believe in promoting and recognising positive behaviour. The emphasis should always be on actively noticing positive behaviour and giving consistent rewards

Rewards may happen in the following ways:

- Verbal praise and a smile;
- Verbal praise to a parent in front of their child;
- Saying ‘thank you’;
- Stickers, badges or agreed in-class reward;
- Extra play time or choice of activity;
- Written comments in pupil books;
- Being awarded House Points – these contribute to the Teams House Points total – a cup is awarded each week to the winning house team in celebration assembly;
- Being on the sun or rainbow (Lower School or on ‘Green’ – KS2);
- Showing good work to another school adult, Deputy Headteacher, Headteacher;
- ARE certificate for showing one of the values – Aspire ~ Respect ~ Enjoy;
- Sharing work or an achievement in class;
- Celebration assembly;
- Termly Headteacher certificates;
- 100% attendance certificates;
- Individual rewards as determined by a Behaviour Support Plan for children in need of additional support;
- Privilege time.

Sanctions (which should be carefully timed for appropriate impact – e.g. once a child has calmed down before this, allow the child time to become calm and able to think about their actions) may include:

- A verbal warning;
- A 'look' or non-verbal reminder;
- Being asked to move to another place in the classroom or sit out for a short time at break time;
- Being asked to complete work at break time or lunch time (this should not mean missing lunch);
- Saying sorry or writing a letter of apology;
- Clearing up or helping someone to clear up a mess as a result of the behaviour;
- Time out of class working at a corridor table or working in another classroom for an agreed amount of time;
- Missing some or all of break time to reflect on the unacceptable behaviour;
- Detention;
- Parents being called by the class teacher;
- Parents being called by the Deputy or Headteacher for more serious incidents or if intervention by the other school adults has not resulted in an improvement.

Class based behaviour management systems

Our systems for managing behaviour are based around a 'zone board' principle. A flowchart is attached at the back of this policy (appendix 2) for more detailed guidance on the steps to be followed.

In Year R, 1 and 2 classes will have a board with pictures on the theme of a cloud, sun/cloud and sun. An additional higher level may be introduced if teachers find this useful.

The pictures used will be chosen by the class teacher and may link to class topics or themes. These will be discussed with the children so that they understand the system.

Movement up or down the pictures will be used to represent good behaviour choices, to give children a warning or to indicate that their behaviour is unacceptable as they have not followed the classroom rules.

Children should start each day on the 'sun' and will stay here if their behaviour and attitudes are what is expected – this should be noticed and praised throughout the day.

If a child is not following the Code of Conduct or class rules a reminder should be given. Verbal or non-verbal (e.g. a 'look') warnings should always be used first and may be repeated as often as needed at the professional discretion of the teacher. Care should be taken to ensure that this supports the child to make good choices but does not give the message that unacceptable behaviour is tolerated.

School adults should always have regard for arrangements which may be in place for individual pupils who have special needs in respect of social, emotional or behavioural needs which may require a more individual approach to enable them to be successful.

In Keystage 2, the 'Good to be Green' behaviour scheme is used to continue to encourage and support good behaviour choices. It is a positive behaviour system which provides:

- A consistent and fair approach to behaviour management;
- Clear systems to reward good behaviour and consequences for inappropriate behaviour;
- Children with the opportunity to take ownership of their behaviour.

In the classroom:

- A 'Good to be Green' card holder is displayed clearly in every class;
- All pupils start each day with a green card in their name holder. The only exception being when a consequence card is handed out within the last hour of the school day. This may roll over into the next day unless this would be detrimental to a positive start for the child. If this is thought to be the case the teacher should consider an alternative consequence;
- The cards remain green to show good behaviour for individuals – this should be noticed and praised throughout the day;
- Care should be taken to notice all pupils and not to focus on particular 'noticeable' pupils;
- Verbal reminder - occasionally, children will need a reminder of the behaviour expectations in school. This should first involve a verbal (or non-verbal) reminder of the expectations. More than one reminder may be appropriate.
- If a verbal reminder is not effective give a reminder of the class rules, This should be done sensitively and not openly in front of all the children;
- If the reminders are not heeded the child's 'Good to be Green' card will change to a yellow 'Warning' card. This gives the child an opportunity to change their behaviour so they can return to the 'Good to be Green' card;
- If a child continues not to follow their class rules even after receiving reminders, their yellow 'Warning' card will be changed to a red 'Consequence' card. The teacher, or other adult working with the child, should use their judgement as to when this is appropriate. This will also involve a consequence for the child, such as missing a playtime or part of their Privilege Time. The consequence will be appropriate to the context/behaviour. See guidance on the flowchart at the back of this policy;
- If the unacceptable behaviour continues further consequences will arise – see the flow chart.

Inappropriate behaviour

At JYS, our emphasis is on the child understanding why certain behaviours are unacceptable and on the child taking responsibility for themselves and their actions. Class teachers and teaching assistants should deal with incidents of inappropriate behaviour. All staff should take responsibility for behaviour across the school and be prepared to step in if, for example, while walking through the corridors, they see inappropriate behaviour. This ensures that children recognise that all adults have a shared expectation and have the authority to deal with the behaviour.

Children whose behaviour needs more individual support will be identified and the agreed way of managing their behaviour shared with all staff. Where there is a known likelihood of challenging behaviour a risk assessment and behaviour management plan will be written and shared with all involved.

Where warnings have not resulted in the desired change in behaviour, or where there is a risk of harm or injury to the child or others, more rigorous action is needed. The process for this is set out in the attached appendix.

Serious Incidents of Aggressive or Abusive Behaviour

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others it may be necessary to remove the other children from the room and allow the child time to calm down. In these situations, staff should allow the child space to calm down and not attempt to interact with them until they are ready.

- If a child threatens, hurts or upsets another pupil, the staff member who receives notice of this deals with the situation in the first instance. This may be a teacher, teaching assistant or Midday Meals Supervisor (MMS). The incident is noted, if appropriate, with evidence gained from all parties involved, and then discussed with the class teacher and the Deputy Headteacher (where necessary). If this continues or anyone is hurt the Headteacher should be informed and may at that stage determine a further course of action – for example this could include contacting the child's parents. In any case of bullying, the Headteacher should be informed.
- If a child repeatedly acts in a way that disrupts or upsets others, the Deputy becomes actively involved.
- This may be referred to the Headteacher who will become involved in the most serious situations.
- If necessary, we contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Records of incidents should be kept. This will help in identifying the context of the problem and also for reference later.

The above actions are set out in the flow chart attached to this policy to support all members of staff to deal with incidents of unacceptable behaviour in a fair and consistent way.

Guidance for Midday Meals Supervisors

See appendix 3

Unacceptable Behaviour outside of school premises

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" (DfE Guidance for discipline and behaviour in schools – February 2014). This includes non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Teachers may also discipline misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of the public;
- Could adversely affect the reputation of the school.

In all cases for these types of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Involvement with outside agencies

We do recognise and value all children as individuals and understand that there will be occasions when different strategies will need to be employed in order to achieve the most effective outcome.

In cases where a child has additional needs (SEND) in terms of behaviour, (e.g. those with significant emotional or social needs which may result in continuous disruptive behaviour), the SENCo will involve the parents and outside agencies to support the child as appropriate. We work positively with outside agencies, such as the Behaviour Support Team and Educational Psychologists, in order to support those pupils who may need additional guidance self-regulate their own behaviour. For some children this will involve having an individual approach to their behaviour with staff being aware that they will need additional support to be ready to access learning at school.

Where children may exhibit aggressive or violent behaviour, there will be a risk assessment and positive handling plan put in place for them. These will always be shared with parents. Regular meetings will be held with parents in this situation so that school can work positively with the family to support the child.

Positive handling (Restraint)

If a child is refusing to comply with adult instructions and is in danger themselves or is causing potential danger to others, physical restraint may be used to ensure the child or those around them are safe. Guidance for this is to be found in the school Restraint Policy. This follows the latest Department for Education legislation and guidelines. Key members of staff in school have received training in TeamTeach strategies to manage these situations.

Positive handling (restraint) should only be used where this is the only option available.

Bullying

At JYS, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately and endeavour to prevent further occurrences of such behaviour.

Bullying may be described as a pattern of behaviour showing a conscious desire to hurt, threaten or frighten someone. Bullying can involve physical, psychological or verbal aggression (however, not all aggression is necessarily an act of bullying) and cyber-bullying. It often develops over a period of time and is persistent. Please refer to our Anti-bullying Policy for more information.

In extreme and persistent cases where all avenues to stop bullying have failed, the Headteacher may consider a fixed term exclusion or permanent exclusion for any pupil who is a persistent bully. However, all avenues of support will be explored and followed before this happens.

Fixed-term and permanent exclusions

These will be undertaken in accordance with Department for Education Regulations and West Sussex County Council Guidelines.

The Headteacher (or Deputy Head in the Headteacher's absence) has the authority to exclude a pupil, for a fixed-term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Fixed-term or permanent exclusions are recorded on a pupil's individual record in the school's information management system (SIMS).

Whenever a Headteacher excludes a pupil, the parents will be notified without delay, ideally by phone followed up by a letter. The letter will state the reason for the exclusion.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body termly.

The school keeps a variety of records of incidents of misbehaviour. The class teachers record minor classroom incidents and use an agreed format to identify patterns and reasons for behaviour. The Headteacher is informed when incidents occur involving the same child or group of children and also keeps a record of more significant incidents.

Our Code of Conduct

Aspire ~ Respect ~ Enjoy

At Jessie Younghusband School, we thread our school values throughout our curriculum and all that we do.

ASPIRE

We all aspire to be the best that we can be through:

- ✓ Focussing well and working hard to achieve highly;
- ✓ Developing our independent and collaborative learning skills;
- ✓ Having a 'can do' attitude – staying positive and persevering in everything we do.

RESPECT

We all value and respect each other, our school and the environment. We show our respect through:

- ✓ Being helpful, honest, polite and courteous to everyone;
- ✓ Taking the time to listen and be supportive of each other;
- ✓ Leading by example and showing friendship, kindness and care to all.

ENJOY

We are enthusiastic and positive in our approach to learning. We enjoy our learning through:

- ✓ Developing our curiosity and exploring our creativity;
- ✓ Working for, and with, others;
- ✓ Making the most of every opportunity that we are given and having fun in what we do!

Behaviour expectations in different locations

Flow Chart for Managing Behaviour

If a child's Behaviour is not Acceptable

REMINDER

Give a reminder of the desired behaviour – refer to the Code of Conduct and what is expected.

Further reminders – verbal or non-verbal may be given.

Teachers may consider at this stage:

- What is this behaviour signalling?
- Is the child clear about the expectations for behaviour and attitudes?
- Is the work too challenging / not challenging enough?
- Is the activity engaging or meaningful?, etc

It may be that the teacher needs to adjust something within the lesson or classroom.

Behaviour continues or escalates

Formal warning

Move down to the sun/cloud or turn the card to Yellow (KS2)

Make sure the child knows what behaviour is acceptable – do this quietly and sensitively.

Praise if there is an improvement – this may not need to be too 'public'.

Behaviour continues or escalates *

Consequence for not responding to the formal warning – move to the rain cloud or get a red card

An appropriate consequence will be given (these may be used in the following order but should fit with the nature of the unacceptable behaviour):

- Work in another area of the classroom;
- Complete work at breaktime;
- Work in the corridor;
- Work in another classroom (partner class);
- Miss some or all of breaktime (e.g. being disrespectful, aggressive behaviour at breaktime);
- Class teacher to speak to parents on the same day – arrange a meeting if needed;
- 'Sticker Chart – to encourage reflection on behaviour.

Behaviour continues or escalates *

Deputy Headteacher Involvement. At this point, further consequences will be considered:

- Going on to a 'daily Report Card' for a week with the DHT;
- Having a breaktime or lunchtime detention;
- Further meetings with the child's parents.

Behaviour continues or escalates *

Headteacher to be involved. This may involve:

- Further meetings with parents;
- Referral to Outside agencies (only once a clear pattern of unacceptable behaviour is established and all strategies at the school's disposal have not had the desired impact);
- Exclusion (only where all other avenues have failed) – fixed term / permanent.

* These stages must be recorded in the class / Leadership behaviour log. An ABCC form should be used for any pupil where behaviour is identified as an on-going concern.

Lunchtime Behaviour Flow Chart

Flow Chart for Managing Behaviour (at lunchtimes)
If a child's Behaviour is not Acceptable

REMINDER

Give a reminder of the desired behaviour – refer to the Code of Conduct and what is expected.
Make sure the child knows what behaviour is acceptable – do this quietly and sensitively.

Behaviour continues or escalates

Formal Warning

Either: **Time Out** – standing for a few minutes by the wall near the water fountain to calm down and think about their actions. Behaviour then discussed, before being allowed back to break.
Or: **'Holding Hands'** – walking around the playground with one of the lunchtime supervisors.
Behaviour is discussed, before the child is allowed back to break.

Behaviour continues or escalates

Consequence for not responding to the Formal Warning

The child is brought in to the class teacher and their behaviour is discussed with them.

- Lunchtime supervisor to record the incident in the lunchtime log book.
- Class teacher to discuss behaviour with child and possible consequences.
- Class teacher may choose to speak to the child's parents.
- (See Behaviour Policy : Appendix 2 for further actions.)

Behaviour continues or escalates

Deputy Headteacher Involvement At this point, further consequences will be considered;

- Going on to a 'daily Report Card' for a week with the DHT;
- Having a breaktime or lunchtime detention;
- Further meetings with the child's parents;
- (see 'Behaviour Policy: Appendix 2' for further actions.)

