

# Higher Bebington Junior School



# Behaviour Policy

## **Higher Bebington Junior School**

### **BEHAVIOUR POLICY**

*Higher Bebington Junior School is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential: intellectually, physically, emotionally, morally and spiritually.*

Higher Bebington Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

#### **Aims of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

#### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

#### **Code of Conduct**

The school's Code of Conduct is based on the principles of our school vision, 'learning together, achieving together, working together.'

All staff, parents and guests are expected adhere to our Code of Conduct, which is displayed around the school and given to visitors.

We expect the all members of our school community to demonstrate respect for each other by being friendly, polite and courteous and setting an example through our actions.

### All Higher Bebington Juniors Staff:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### Senior Leaders

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on Behaviour Watch) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted

### Recognition and rewards for effort

- Houses – every child and member of staff is allocated a house team, either: St Andrew's, St David's, St George's and St Patrick's. Where children have siblings, they are placed in the same House. Children are awarded House-points for demonstrating the school motto: *Pride in our School*, either in their work or through their general behaviour. House-points are awarded on a tier system 3 being the highest. House-points are collated weekly and a winning team announced. The team with the most House Points at the end of each half term will receive a special play time.
- Weekly Merit Badge – two children from each class are awarded the Weekly Merit Badge. They will have demonstrated a particularly high level of achievement, effort, attitude or behaviour. The child wears the badge for one week and receives a certificate.
- Lunchtime Awards –The award is given out weekly to the class which shows the best behaviour, manners and friendships at lunchtime. Our lunchtime supervisors will chose the class, whose name will be displayed on our awards wall.
- Character Award - four children, one from each year group are chosen weekly by the class teachers. This award focuses on our BLP (Building Learning Powers). These

children are presented with a trophy and certificate, which they keep in pride of place on their desk.

- Recognition Board-each class will have a designated board for recognising children who have shown the three rules. Ready, Respectful, Safe. When all children in the class have their names on the recognition board, children will earn an extra playtime which should be taken as soon as is possible.

## Managing Behaviour

Engagement with learning is always our primary aim at Higher Bebington Juniors. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour.

Staff will deal with behaviour without delegating.

Staff will use the steps in behaviour for dealing with poor conduct.

It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### Sanctions steps

Steps	Actions
1) Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of the expectations, Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Refer to previous examples of good behaviour. Use scripted approaches at this stage. (See appendix.)
3) 5 minutes taken from play/lunch time	If the warning is not heeded and the behaviour continues, the learner will be informed that they will have to miss 5 minutes from the next break/lunch time. Five minutes at break time will be spent with the staff who gave the sanction. This will be known as behaviour watch, where restorative conversations will take place. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.  Key phase leaders are expected to intervene if there are two or more of these incidents given in a 5 day rolling period.
4) Communication with parent/ carer	If a child receives 3 in a week, the class teacher must inform parents.

5) A formal meeting with SLT and parents/carers.	A meeting with SLT and parents/carers. This must be recorded in Behaviour Watch book.
6) Weekly behaviour meetings	Children who regularly receive more than 3 losses of time in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.
7) Exclusion	A serious breach may lead to fixed term exclusion.

★Learners will jump to step 5 for aggressive behaviour, fighting or swearing.

★All incidents must be recorded in class Behaviour Watch book.

★**Retaliation:** It is made very clear to the children that retaliation is not an acceptable way of dealing with another child's behaviour. Children are always encouraged to inform a member of staff who will then deal with the incident as outlined above. If a child retaliates, with the intent to cause harm or hurt, his/her behaviour will be dealt with as described above. However, we do appreciate that retaliation is a reaction rather than a pre-meditated act and sanctions will be differentiated accordingly.

## Pupil Voice

Student Council - two children from each class are elected onto the school's Student Council. The School Council meets regularly to discuss matters arising in and around school. The children all have a genuine say in aspects of the school that matter to them; this impacts positively on behaviour.

## Exclusion

Where a child behaves in such a way that is deemed unsafe to either him/herself or others, exclusion may have to be considered. In this case, Local authority guidelines will always be followed.

The decision to exclude a pupil will be taken in the following circumstances:

- a) In response to a serious breach of the schools' behaviour policy.
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher or in her absence the Deputy Headteacher. Exclusion, whether for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff

- Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an offensive weapon
  - Arson
  - Unacceptable behaviour, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

### **Fixed Term Exclusion**

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent/carer has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be given to the parent/carer or sent by post giving details of the exclusion and the date the exclusion ends. Parents/carers have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

During this meeting a Reintegration Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents/carers are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/carers.

Records relating to exclusions will be stored confidentially.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".

- Behaviour which poses a significant risk to the child's own safety. The school will involve the police for any relevant offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

### **General factors the school considers before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Disability Policies.
- Explore the possibility of a managed move to another Wirral school.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

### **Restorative Practice**

Higher Bebington Juniors uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way (See Appendix 1). The restorative questions are displayed in every class room. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

### **Pupils' conduct outside the school gates**

Although the children are the responsibility of their parents/carers on the way to and from school, we will apply the school's behaviour procedures, with parent/carer permission, when incidents occur at these times. This encourages in the children a sense of responsibility beyond the school gates. This may include times when children are:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

## **Children with Special Educational Needs**

Behaviour is a learned process and all children are at different stages in that process. Therefore, our behaviour system is differentiated to meet the needs of the individual children at the school. We aim to deter all children from behaving inappropriately and we believe that we achieve this aim very effectively. However, we realise that there are some children for whom specific behaviour strategies need to be employed.

Children who exhibit behavioural problems may need to have a behavioural management programme put in place - an Individual Behaviour Plan (IBP). For some children it may be necessary to place them on the SEND list for social, emotional and mental health issues. Where necessary we will liaise with outside agencies such as CAHMs.

## **Transition**

All records relating to a child's behaviour should be passed on to the new teacher at the end of the academic school year. These should be accompanied with a verbal description of how the child presents and any strategies that have proved fruitful in supporting them.

In Y6 the class teacher and SENDCO will organise a full transition / induction process with the receiving school, according to the child's needs.

## **Other Policies**

The following policies demonstrate how the schools behaviour policy reflects the overall school ethos:

- Anti-Bullying
- Equality
- Health and Safety

The School Self Evaluation Procedures, including the bi-annual pupil and parent questionnaires and meetings with parents.

## **Appendix 1 Restorative Practice at Higher Bebington Junior School**

### **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

### **Why use a restorative approach?**

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

### **The Central Idea:**

'... individuals are most likely to trust and cooperate freely with systems – whether they themselves win or lose by those systems – when fair process is observed.'

### **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

### **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?

- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

## Why No 'Why?' Questions?

'Why?'

- implies: 'I have already judged you and found you lacking – I know what I think you should(n't) have done.'
- is a question young people often can't answer – just as they often act with no awareness of possible consequences.

## The Compass of Shame



## Positive ways to deal with Shame:

- Talk about it
- Apologise
- Admit the wrongdoing
- Make amends
- Express feelings
- Make a commitment to change
- Ask for support



