

Achieving excellence through leadership

Behaviour and Pupil Discipline Policy

Purpose

Everyone at **Giles Junior School** has a part to play in promoting and maintaining high standards of behaviour. We employ a positive (therapeutic) approach to promote good behaviour by encouraging children to make good choices. All staff are required to model the 7 Habits and should feel confident that the decisions taken by them are consistent with this policy and will be supported by colleagues. We recognise that we have a collective responsibility to promote good behaviour. We use the 7 Habits to directly teach pupils to be proactive and take responsibility for their own actions whether in or outside school. All adults use positive phrasing (see **appendix 1** for examples of these).

Aims

- To promote equal treatment and equal access to educational opportunity within the school community.
- To promote an environment where we help our pupils' self-discipline and enable them to learn that they are responsible for their own behaviour.
- To create a calm and ordered learning environment.
- To encourage consideration for others in the community.
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- To ensure that appropriate behaviour is encouraged and recognised.
- To develop pupils' pride in the school, in learning and in effort, as well as achievement.

Legal Guidance and Responsibilities

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2016)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Responsibilities of our school community

Pupils are expected to:

- know the school expectations and engage in discussions about them;
- adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- support other members of the school community in promoting the expectations of good behaviour

Parents and carers are expected to:

- sign and support the 'Home School Agreement';
- know the Behaviour Policy and actively support it through discussions with their child as appropriate to support the expectations of the school;
- ensure their child adheres to the school's expectations.

Members of Staff in school must:

- set high standards of professional behaviour, politeness, self-discipline and respect to all;
- listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;
- actively support the Behaviour Policy through implementation and discussion with pupils;
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy
- resist interrupting another member of staff who is speaking to a child (be this for positive or negative affirmation)
- avoid recounting behavioural incidents to other members of staff in front of any children
- follow measures and scripts in Individual Risk Management Plans

Governors are expected to:

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate;
- know, support and promote the school's Behaviour Policy;
- evaluate the effectiveness of the Behaviour Policy and hold senior leaders to account for its implementation.

Giles' values are the principles that come from the 7 Habits

Within the 7 Habits, there are 27 principles which are similar to values. Instead of teaching a value each week or every month, these principles are modelled on a daily basis through direct and indirect teaching and modelling. See **appendix 2**.

Positive behaviour

At Giles Junior School, we believe that children will learn best if they have high self-esteem. We believe children will make positive choices if there is an expectation and a climate of positive behaviour.

Children who demonstrate the 7 Habits and behave appropriately will be recognised in the following ways:

- frequent positive praise
- individual class rewards e.g. tokens, stickers or Dojo points
- sharing work with the class;
- Leader of the Week award (for showing elements of the 7 Habits)
- Emotional Bank account slips

See **appendix 3** for a list of useful strategies to maintain positive behaviour.

Leader of the week

Each week, one child from each class will be chosen as the leader of the week for demonstrating a habit which reflects a principle from the 7 habits. In the leadership assembly, teachers will stand up and explain why the child has been showing leadership qualities. The child is given a certificate.

Emotional Bank Accounts

Each child has an Emotional Bank Account. Children make deposits at least once weekly. Each class has emotional bank account leaders who ensure that all pupils are getting approximately one deposit per week.

Termly Merits

Children are chosen to receive a merit award at the end of each term. Parents are invited to attend this assembly and are informed about the assembly.

STAGE	CHARACTERISTICS	CONSEQUENCES	PARENTAL INVOLVEMENT
1. Low level disruption/inappropriate behaviour (in class)	<ul style="list-style-type: none"> • Calling out • Interruption • Ignoring • Incomplete tasks • Off task 	1. Recognise – one or two children who are doing the right thing 2. Warning – the child is told why their behaviour is unacceptable and is redirected. 3. Loss of minutes – from their next break/lunch time 4. Further loss of minutes – additional minutes issued 5. Partner class – the pupil is sent to a partner class (as agreed between teachers)	Parents will be informed if necessary. Incomplete work to be sent home when agreed by parents and teacher.
<p>If the child refuses to go to a partner class, another teacher from a different class will come and ask the child to go to the partner class.</p> <p>If the child continues to refuse, then the behaviour team will be called on the radio (“Code 5” and then state the class e.g. Code 5 Finland) to ask the child to go to the partner class.</p> <p>See appendix 4 for full radio protocol.</p> <p>If the child continues to refuse, the behaviour team staff will contact SLT.</p>			
2. High level disruption	<ul style="list-style-type: none"> • Taking things • Offensive language • Repeatedly ignoring adult instructions • Hurting someone • Threatening language 	Reflection – days to be agreed according to the incident The teacher will record the details of the incident on the reflection register Review of extracurricular activities based upon safety protocol	The parent will be informed on the same day or the day before the reflection taking place (there may be reasons why a parent is not informed and this will be recorded on CPOMs)
3. High level incident	<ul style="list-style-type: none"> • Persistent bullying • Repeated challenge to authority • Repeated refusal to comply • Racism • Homophobia 	<ul style="list-style-type: none"> • Sanctions and rewards chart as agreed with SLT • Home-School book • Five day reflection • Internal exclusion (a repeat of this behaviour following an internal exclusion may result in an external exclusion) 	Parents to meet with SLT to agree on relevant sanctions
4. Extreme and dangerous behaviour	<ul style="list-style-type: none"> • Leaving the school boundary • Serious intentional harm to others • Repeated aggression to pupils and/or staff • Persistent damage to property 	<ul style="list-style-type: none"> • Risk Calculator completed • Risk Reduction plan put in place • External behaviour support advice • Reduced timetable • External exclusion • Managed move to an alternative school • Permanent exclusion 	Parental involvement at all points

NB The list of sanctions and consequences is not exhaustive and do not directly correlate to the characteristics opposite. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought into consideration by staff, this is especially so for pupils with complex Special Educational Needs & Disabilities

Debrief – this will take place during the child's minutes at break or lunch time

The teacher will ask the child to think about the questions below:

- What did I do?
- What was I thinking when it happened?
- How do I feel?
- How can I fix it?

Reflection

Reflection is a session held during the child's lunch time to allow them to consider their actions and learn from them, thinking about the impact their behaviour has had on other people. Before issuing a reflection, an investigation will have taken place where children involved will have been spoken with to ascertain an accurate picture of the incident.

For the first day of reflection, the child will complete the restore and repair activity sheet 1:1 with a member of behaviour team staff.

For the second or third days of the same reflection, the child will complete relevant work relating to the incident e.g. how to manage anger, avoid being physical etc.

For further incidents of a similar nature, the child will complete the restore and repair activity independently and then complete work for the remainder of the time. This can be tailored for individual children based on what will have the most impact.

Where another child has been hurt, the **Restorative Justice Approach** should be used to support both the victim and the aggressor. See restorative justice questions – **Appendix 5**

Lunchtime

At lunchtimes, positive learning behaviours are still maintained but the children follow the lunchtime procedures led by the Senior Supervisory Assistant, who is supported by the Senior Leadership Team. Where possible, poor behaviour is dealt with immediately in the following way:

- Warning
- 5 minutes timeout (standing next to the supervising adult)
- 10 minutes timeout (standing next to the supervising adult)
- SLT will be called

If a high level, extreme or dangerous incident occurs, then the child is escorted inside as soon as possible.

Lunch Club

If a child is showing difficult or dangerous behaviour at lunch, then they will attend lunch club where they will develop their social skills in a supervised environment.

Resolving concerns raised by pupils

At Giles we use habit 5 (Seek first to understand, then to be understood) to make sure we have all the necessary information to help find a suitable resolution where all parties can move on.

- Listen to the problem and find out who it involves (including anyone who may have been a witness but not directly involved)
- Find out when, where and what happened
- Speak to other individuals involved to see if all the information reflects a full and true picture
- If a child has been hurt their parents will be informed – including the outcome/consequence agreed so they are aware of how the situation has been resolved
- A consequence which is relevant will be agreed by two members of staff e.g. reflection, missed break, time out of class

Pupils showing dangerous behaviour

If a child is repeating the same behaviours again (e.g. deliberately hurting other children), a member of SLT will call a review meeting. At this review meeting a decision will then be made about risk reduction plans which are required for pupils who are not responding to the school behaviour policy.

- The child's class teacher will be part of the writing process alongside a member of SLT, and, if appropriate, the child
- A range of tools will be used in order to consider triggers for those individual pupils and support a comprehensive plan e.g. early prognosis, risk calculator, anxiety mapping, subconscious/conscious checklist
- The headteacher/deputy headteacher/assistant headteacher will make a decision about accessing external advice or exclusion as they will have the full picture about home issues, previous support, mental health issues or other professionals who are involved with the child, and other influencing factors.
- In some cases, it may be appropriate to temporarily place a child on a reduced timetable and work with them in New Zealand or Scotland, with opportunities for social interaction from their class as appropriate. This will always be in agreement with the child's parents/carers and will be kept under regular review, with an aim to reinstate a full-time timetable. In such cases, the Local Authority will be informed by the SENCO. This will be supported by a PSP to clarify clear expectations from the child, parent/carer and staff.
- All staff have a duty to follow the measures in the plan to ensure anxieties and trigger points are reduced.

Exclusion

We recognise that some children will not make good choices and this sometimes results in extreme negative behaviour. The head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. They will either carry out their learning activities in the den or another classroom. In extreme situations the head teacher may decide that **fixed term exclusion** is appropriate. Any decision made of this nature is never taken lightly. As part of a fixed term exclusion, parent/carers will receive a letter (with official wording). The child will be invited to attend a reintegration meeting, which will take place upon their return to school with their parent/carers. This discussion and agreed actions will be documented.

We work hard to use strategies other than exclusion; however, in some cases, where behaviour is extreme, persistent, reoccurring or violent, permanent exclusion may be necessary. In this situation, Local Authority and DfE guidelines are followed and the head teacher and parents/carers are involved.

Bullying and harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying extremely seriously and work with members of our school community so that they know:

- What the school means by bullying (STOP: Several Times On Purpose);
- Why bullying is totally unacceptable;
- How we address bullying;
- Support for those who have been bullied or those who demonstrate bullying behaviour;
- Consequences for those who demonstrate bullying behaviour.

(for further information see the Anti-bullying Policy)

Malicious allegations by pupils against staff are taken very seriously. In such cases the head teacher will be involved and carefully considered actions will be taken.

Physical intervention

Members of staff should physically intervene only to prevent a child causing harm to themselves or others, or causing damage to school property. Physical intervention is very rare and is in line with Herts Steps guidance and positive handling training. The adult should always seek assistance from another adult through our radio system. A member of the Senior Leadership Team should be informed as soon as possible. The incident should be recorded and a parent/carers should be informed.

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- to give first aid;
- a child holding the adult's hand (adult to keep hand in an open mitten shape);
- when comforting a distressed pupil (side hug);
- when a pupil is being congratulated or praised (side hug);
- to demonstrate how to use equipment;
- to demonstrate techniques.

Absconding from school site

We have a secure site with door access control. We have clear routines and procedures in place, but the site is only as secure as the people who use it and the whole school community has a responsibility to help us maintain security. In the unlikely event of a child leaving the school premises without permission, staff should follow the following procedure:

- Code X indicated on radio
- Staff member who has radioed goes to the office and reports child's name to allow contact with parents
- Member of office staff to call parent immediately to state their child has absconded from site
- Member of staff to call the police from inside the building to give details of the pupil and make the police aware of where the child was last seen
- Two members of staff (one member of SLT minimum) to follow the pupil to enable them to be located and made safe as soon as possible
- In the case of a pupil being escalated by being followed, this should be done discreetly
- If possible, a member of staff will encourage the child to come back to school
- Member of staff following pupils to call the police and give current location

Staff training

Staff are given a copy of this policy as part of their induction to the school.

As part of on-going professional development all staff are regularly reminded of the importance of following this policy. We draw upon training from **Herts Steps** in our approach to managing challenging behaviour. At least one senior member of staff is trained as a Herts Steps trainer and can deliver training to Giles staff. Staff receive whole school behaviour training annually.

In addition, staff access specific training according to their role and the needs of the child/children with whom they interact. For more specialist training, we adopt a cascade approach. This means only a couple of staff may have attended specific, in-depth training, and they then disseminate this information as appropriate. Staff training records are regularly reviewed as part of the appraisal process and school improvement planning. Where gaps in knowledge and understanding are identified, or where a member of staff wishes to further enhance their skills, training will be accessed when it is available.

Procedures for review and evaluation

This policy is a 'living policy'. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- ✓ The completion of short questionnaires by pupils, staff and parents/carers;
- ✓ Involvement of pupils in environment walks and interviews;
- ✓ Classroom observation.

Staff are kept informed of changes via staff communication systems.

Parent/carers are kept informed of changes via the newsletter and the school website. Paper copies are available from the school office

Complaints

The school's procedures for dealing with complaints about behaviour are a part of the school's procedures for handling all complaints.

Related Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Complaints Procedure
- Equality and Diversity Policy
- Restrictive Physical Intervention Policy

Date for review: - July 2024

Distribution:-

A copy of this policy will be available to:-

- a) all school governors
- b) all school staff
- c) all Parents.

Approved:

Date:

Appendix 1 – Positive Phrasing Examples

Negative Phrasing	Positive Phrasing
Stop running.	Walking please. Thank you.
Stop talking.	Show me you're listening. Thank you.
No fiddling, put your pen away.	Hands in laps. Thank you.
Stop tipping on your chair.	Chair on four legs.

Appendix 2

THE 7 HABITS

WHAT PARENTS, TEACHERS, AND BUSINESS LEADERS WANT

	COMPETENCE	CHARACTER
HABITS 1–3 (INDEPENDENCE)		
Be Proactive Begin With the End in Mind Put First Things First	<ul style="list-style-type: none">• Goal Setting• Planning• Time Management• Organization	<ul style="list-style-type: none">• Initiative• Responsibility• Vision• Integrity
HABITS 4–6 (INTERDEPENDENCE)		
Think Win-Win Seek First to Understand, Then to Be Understood Synergize	<ul style="list-style-type: none">• Conflict Management• Listening/Empathy• Speaking Skills• Problem Solving• Teamwork	<ul style="list-style-type: none">• Respect• Ethics/Manners• Honesty• Openness• Valuing Diversity
HABIT 7 (WHOLE PERSON)		
Sharpen the Saw	<ul style="list-style-type: none">• Physical Wellness• Social Skills• Mental Skills	<ul style="list-style-type: none">• Emotional Stability• Contribution/Meaning• Desire to Learn• Fun/Happy

Appendix 3 – Useful behaviour management strategies

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel told off too. Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal (a smile, a thumbs-up or a sticker). Expand your vocabulary for praise.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Being aware of the child's feelings can pre-empt them resorting to other ways to get your attention. Remember some behaviour is a language and the child is only trying to communicate his/her feelings.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Develop systems

Very clear systems help to minimise disruption. Consider how children line up, where they sit, who gives out and collects in equipment, how children move around the school, how they change for PE, what happens at home time, how they use the cloakroom/toilets etc.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- your position in the class;
- your proximity to disruptive children;
- your facial expression and the use of eye contact;
- your posture;
- your tone of voice and choice of words.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Use positive language

Instead of saying, "Will you stop talking" say, "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" say, "John, I'd like you facing this way and getting on with your work... thanks." Instead of "Stop running!" "Stephen, walk through the hall...thank you."

Choice, direction and 'when...then'

1. "Jamie, you can either work quietly by yourself or you can come and sit with me".
2. "Josh, when you have shown me level 5 learning behaviour, then you can go out to play."
3. "When you have finished tidying up your area, then you can sit wherever you want...."

Pause Direction

Children are in a bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a child's attention and a direction, to ensure they have had sufficient 'take up' time, e.g. "Michael (*pause*) ...David (*pause*) ...could you face this way and listen, thanks". Gain their attention, with eye contact.

Take-up Time

Simply, "Michael... (*pause to gain attention*) come here a sec." Then look away and talk to someone else. Michael will come. It also works in the corridor. "John, come over here for a sec", then walk away to a private area. John will follow. You can then have a quiet word about the behaviour.

Mindfulness

Techniques such as 'feet on floor, bums on seat' (FOFBOS) may help to refocus pupils during periods of sustained work or to settle pupils after transitions.

Appendix 4 - Radio Protocol

When pupils in class:

Please avoid the use of pupil names in relation to behaviour incidents. State the **class and gender** followed by any other necessary information.

If a pupil leaves the class without permission:

- 1) If you have a TA they should follow them to locate, where they will be encouraged to return to class or go to the den if appropriate. They should de-escalate the child using relevant strategies – follow script if a child has one.
- 2) The TA should take a radio and ask for assistance if the child is escalating.
- 3) If the TA is unavailable or unable to encourage the pupil to go to the den then radio for a member of the behaviour team to de-escalate.
- 4) The TA should prepare relevant work for the child to be sent to the den as soon as possible. This should be linked to current learning that they are missing.
- 5) Should the TA be unable to locate the child or if the teacher is unable to leave class then a **Code M** should be issued using the usual specifics.
- 6) When a member of staff has located the pupil radio “**stand-down**” so staff can discontinue the search.
- 7) Should the pupil begin to escalate then staff from the den should radio a code 5 for SLT stating the location and pupil info.

If a child is being continually disruptive and the behaviour system has been followed (see behaviour policy) then the following procedures should be followed:

- 1) Ask the TA to encourage the pupil outside to de-escalate, or to go to the den, escorting them there.
- 2) If the child refused or continues to escalate issue **Code 5** and state you would like support from the behaviour team. The behaviour team will respond by saying “On the way.” and state their name.
- 3) Should staff from the behaviour team feel it necessary then SLT will be radioed to support .

Where the behaviour policy is not being applied for specific pupils a separate plan/script should be in place. All staff need to adhere to this, ignoring all secondary behaviour.

For a small number of children a **code 6** will be issued. This will be identified on their plan.

If a child becomes dangerous or aggressive and you are concerned they may harm themselves or someone else then a **Code 10** means a member of SLT will assist immediately. The member of SLT will say who they are and on their way. The result of a code 10 may result in an internal or external conclusion.

Appendix 5

Restorative questions include (suggested order):

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected? And how?
- How can we put right the harm? How can we mend this situation?
- What have we learned so as to make a different choice next time? *Next time I'm... I will...*
- What would you like to happen next?
- How can we make things better for...(you)?
- If everything was going to be alright what would need to happen?
- How can you help put this right?
- How can we make it okay for you to go back to lessons/activities?
- What do you think... might need?