

Howbridge Church of England Junior School

BEHAVIOUR POLICY



Revised with staff Autumn 2019

Date of Policy: November 2018

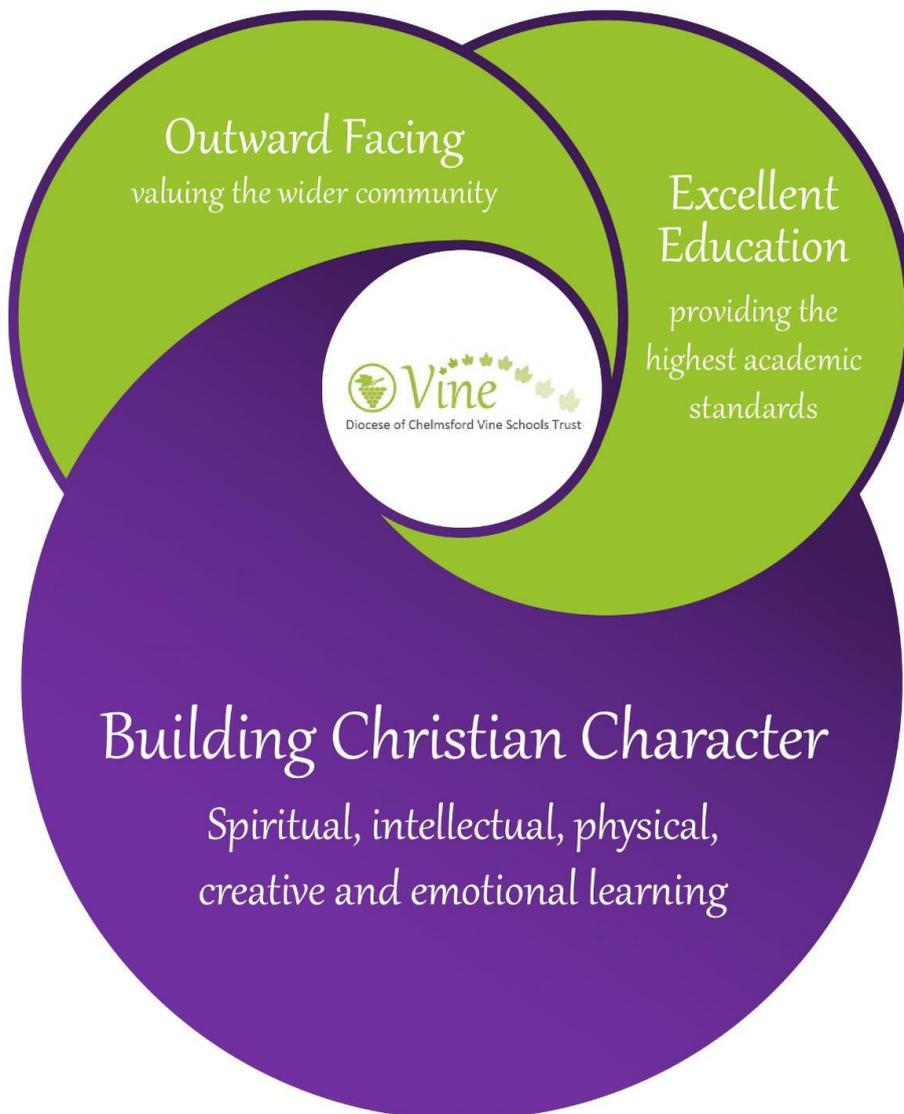
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Howbridge Church of England Junior School

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Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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Our Vision and Values



Introduction

At Howbridge Church of England Junior School we aim to create a caring atmosphere in which everyone feels safe and secure, and in which we can appreciate the importance of developing positive relationships with others to enable them to learn. We aim to promote a family atmosphere where all members of our community feel valued and respected for the positive contributions they make to the school. It is in this climate that we believe our children will develop further social, personal and academic skills that will lay sound foundations for their future.

The purpose of this policy is to set out the systems that we have in place in order to promote and celebrate good behaviour as well as setting the procedures for dealing with unacceptable behaviour. This policy should be read in conjunction with our Preventing and Tackling Bullying Policy, e-safety & internet use policy and the Vine Trust exclusion policy.

We have three school rules – ***‘Be Safe, Be Kind, Be Responsible’*** and four core values devised by our School council in 2012 – ***‘Strive, Trust, Achieve & Respect’*** (STAR) which are at the heart of our community and all we aim to do at Howbridge. In keeping our rules and core values short, generic and positive it makes them easy to remember, apply to any situation and acts as a reminder of what we should be doing rather than a list of do’s and don’ts.

Whole School Approach

A consistent approach to behaviour, by all members of the school community, leads to more productive and positive behaviours. All members of staff can reward children for their good behaviour and equally sanction them for poor choices in behaviour. Our Positive Management System goals are:

- To ensure that children are able to learn without disruption.
- To raise every child’s self-esteem and self-belief that they can achieve
- To encourage children to want to learn and be part of an active learning community.
- To encourage children to make positive choices, to take ownership of their behaviour by developing self-discipline and self-control.
- To encourage all children to respect the rights of others and be confident in the fact that they will in turn be treated with respect.

Behaviour Management Strategies

Acceptable and appropriate behaviour is developmental; it happens over time and is greatly influenced by parental support and guidance, peers, previous experiences and intervention techniques employed by teachers, learning support assistants and other staff members. All staff receive training on behaviour management strategies, which is regularly reviewed. Examples of specific strategies that are implemented are: voice matching, calming techniques, use of voice, use of positioning around the classroom, setting positive ethos, proximity of adult, non-verbal language, meet and greet vulnerable pupils, refocusing, changing seats, time out sessions etc.

Rewards and Sanctions system

To achieve our positive management system goals we have introduced a positive, structured and consistent approach to promote positive choices, appropriate behaviour and above all effective learning. Every class follows the same system to ensure consistency and fairness across the school. Every member of staff is expected to promote positive behaviour, to respect every pupil and to ensure that the system is promoted and children rewarded.

In every class:

- The Howbridge Positive Behaviour Management System is used daily to promote positive choices and to effectively manage behaviour and learning.
- The Class teacher is to ensure the behaviour management display is in a prominent and accessible position within the classroom.
- The display is usually controlled by the class teacher, who is responsible for managing the system for every child throughout the school day. However, PPA staff and supply teachers are also expected to manage this system. LSAs support the teacher in managing positive behaviour.
- The system inextricably links to the school Core Values – STRIVE, TRUST, ACHIEVE & RESPECT (STAR).
- Children are to be recognised for their positive choices and outstanding behaviour and attitude to learning.

Every display is consistent – named pegs are used with the cards in order from top to bottom:

- ❖ Purple Stage (Great Day, STAR Choices)
- ❖ Blue Stage: Positive Choices
- ❖ Green Stage: Ready to learn (expected starting point each day)
- ❖ Yellow Stage: Warning, not making good choices
- ❖ Red Stage: Final Warning, choices affecting the teaching & learning in class



Every child is expected to start each day on Green. Green means “I am ready to learn”. The school expectation is that all children are ready to learn when they come into the classroom and throughout the school day.

Making positive choices...

If a child is consistently making positive choices throughout a session can be moved on to Blue Stage for making positive choices with their learning and behaviour. Purple Stage: If a child is on Blue and continues to consistently make positive choices throughout the day they may be moved on to the Purple Stage – for having a “Great day!” and making “STAR choices”. For a child to move to Purple they are being recognised for making exceptional STAR choices and are on track for achieving their Bronze STAR in the first instance, Silver in the second and finally Gold STAR award. Behaviour is tracked daily by the teacher to support decisions in awarding STARS.

STAR Assemblies

Positive behaviour tracking is used to identify children eligible for STAR awards. STAR assemblies are held regularly throughout the school year. Each year there are Bronze, Silver and Gold badges to be awarded on a four year rolling programme so that over a child's time at Howbridge there is a different style of badge each year. To ensure the system is fair and consistent across the school each class teacher:

- ❖ Selects Bronze/Silver STAR awards based on the behaviour tracking of the positive management system in class.
- ❖ Ensures an appropriate number of children from each class are to be awarded a Bronze/Silver award at each assembly.
- ❖ Records the STAR awards in the central STAR folder in the staffroom before writing out certificates.
- ❖ Promotes Bronze/Silver/Gold STAR children and ensure they are selected for additional responsibilities such as representing their class/year group.

STAR awards will be displayed in the school hall and in individual classrooms. Gold Awards are presented towards the end of an academic year and teachers nominate children who they feel have shown outstanding STAR choices throughout the year. Teachers agree together on who is to be awarded a Bronze, Silver or Gold award to ensure that our STAR values are shown throughout the whole school day and these are then presented in a special assembly.

If a child is not making positive choices.....

1. The child will be given a verbal warning "Think about the choices you're making? Do you understand what I mean? This is your first warning"
2. If the child continues to disrupt learning they will receive a second warning: "Think about your choices, if they continue to not be positive then I will move you on to yellow".
3. If child continues to disrupt then they are moved to yellow with minimal disruption to the teaching and learning.

If at this stage they then settle and start to make right choices by the end of the session and have made an effort to put things right, the adult will approach them quietly and say "Well done you have started to make positive choices and so you will move back to green. If however they continue to not make right choices and are disrupting the teaching and learning they will be sent to their partner class for 'Time Out' to reflect on their behaviour for a period of 10 minutes. The child should have a time out card with them (and perhaps work/reading book – whatever is most appropriate) to indicate to the partner class teacher what has happened. Often a change of environment will help to refocus a pupil and help them to 'start again'.

If the child refuses to leave the room returns to their classroom behaviour still continues then they will be moved on to Red.

If a child goes has been on yellow this should be recorded in the behaviour tracking system. The CT is responsible for this (even if it is during PPA – the HLTA will advise the CT of what has happened)

Alongside the display are examples of behaviour and rewards/consequences resulting from being on a particular stage. These are as follows:

Purple

Examples of actions that could lead to being put onto purple	Reward
Consistently applying our STAR values throughout the day (including assembly, lunchtime and playtime) Being exceptionally well behaved and conscientious all day Taking responsibility for learning Consistently pushing to be the best they can be Challenging themselves	5 House Points Everyone who is on purple at the end of the day will put their name into a raffle (with those on blue). A ticket is drawn at the end of each week and a small prize is received. The next day all those who've been on purple sit on the bench during assembly. Parents will be informed that day by giving a purple post it note to go home.

Blue

Examples of actions that could lead to being put onto blue	Reward
Focus and hard work throughout day (being conscientious) Working independently Using 5Rs Being kind, patient and honest Being polite and helpful Including others in games Assisting others with work Taking on responsibility Working outside of own comfort zone	2 House Points Parents will be informed that day by giving a blue well done sticker.

Yellow

Examples of actions that could lead to being put onto yellow	Consequences
Back chatting or calling out Disruption Distracting others from work (fiddling, tapping, wandering around) Being disengaged - not focusing on own work Making faces Refusal to cooperate Taking others belongings without asking Using unkind words Not including others Bad manners	Kept back for one or two minutes by CT at break or lunch If it continues – 5 or 10 minute time out in partner class If it still continues then move to red 5 yellows in a term will lead to a call to parents/carers 10 yellows will trigger a meeting with parents/carers and either AHT or HT

Red

Examples of actions that could lead to being put onto red	Consequences
Refusal to follow instructions repeatedly Repeated yellow in one day Being disrespectful Violent actions Breaking a school rule	Timeout for rest of session with the phase leader Lose part of lunchtime in retreat If severe then timeout of class for either part or all of the day with member of SLT Parents will be informed that day by SLT

If a child is moved on to Red.....

A child is moved to red if they continue to disrupt the teaching and learning of the class or cause serious disruption including damaging property, physically hurting another child or minor damage to school property. In these instances the child is to be sent with the class

LSA to the Phase Leader. Pupils will spend the rest of the session in that class. At times if there is a serious breach of school rules the Headteacher, Inclusion Manager, Assistant Headteacher may decide that the child is out of class for part or the whole of a day. This is called an Internal Exclusion. Parents will always be informed if a child has moved to 'Red'.

Behaviour during Break and Lunchtimes

Pupils are expected to apply our school rules and STAR values throughout the school day including lunchtimes. Children will be rewarded for good behaviour and demonstrating our STAR values at lunchtime by the Midday Assistants. If they demonstrate inappropriate behaviour during a break or lunchtime they may be sent to retreat which is a classroom where children can reflect on their behaviour to assist them in making good choices. Some children may also choose to voluntarily go to retreat if they feel they need support in calming down. This is an area manned by SLT and other highly trained individuals who are able to positively assist children in managing their own behaviour. Children may also choose to take themselves to the Nurture Room to have some reflection time or remove themselves from a situation which is causing them anxiety; here, they will receive support from Nurture Room staff.

Pupils identified with Special Educational or Additional needs

Most pupils with SEND are able to access the whole school rewards and sanctions system without the need for modification. However, Howbridge recognises that some BESD children may require a Consistent Management Plan (CMP) to be put in place, which will support their needs. Any CMP is consistent and drawn up with clear guidelines for the child, based on celebrating good choices and rewarding these. This CMP is used in conjunction with the class system and all children at Howbridge Junior school are expected to follow the school rules and are supported to make good choices. An CMP is used in conjunction with class system and there is an expectation that every child at Howbridge is expected to follow the school rules and be supported in making good choices. All children are always treated fairly, with dignity and empathy. When it is appropriate to have a Consistent Management plan in place this will be instigated by the Inclusion Manager and will have parent's involvement and if appropriate further support may be sought from outside agencies.

We also recognise that some children may find achieving a STAR at one of our assemblies may be difficult for them to achieve, especially if they have SEMH difficulties. STARs for children with SEMH needs are given based on their own individual achievements. They still have to work towards our STAR values, but they will be measured on the progress and achievements they have made.

Pupils' Conduct Outside the School Gates

Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

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 are sufficient grounds for punishment to be imposed on all pupils who are involved.

Staff may discipline pupils for inappropriate behaviour in the following circumstances:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
- When travelling to or from school;

- When wearing school uniform;
- When identifiable as a pupil at the school;
- When behaviour at any time could have repercussions for the orderly running of the school;
- When the student poses a threat to another pupil or member of the public;
- When behaviour could adversely affect the reputation of the school.

In all cases 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.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

The Power to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Statutory legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and pornographic images must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Reasonable Use of Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Further guidance can be found in the Positive Handling Policy.

Monitoring and Evaluation

Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored by the Local Governors to provide the school with regular information on how

effectively the behaviour policy is working. The school should also monitor to ensure that rewards and sanctions are distributed fairly. It is suggested that data is analysed by:

- Gender
- Ethnicity
- SEN
- Age

This work forms part of our policy on Equal Opportunities.

Exclusion

Exclusion, whether it be fixed term or permanent, is always the last resort.

Only the Headteacher has the right to exclude (this duty falls to the most senior member of staff in the Headteacher's absence having consulted with the Head where possible).

Fixed Term Exclusion

A fixed term exclusion is an exclusion from school for a short duration, usually between 1 and 3 days. This sanction would typically be imposed if a child had received a number of internal exclusions within a half term.

Permanent Exclusion

A permanent exclusion is imposed when every possible strategy has been attempted without success, including fixed term exclusions, or for a serious one-off incident. The child would no longer attend our school.

The Diocese of Chelmsford Vine Schools Trust Exclusion Policy details our practice in the use of exclusion at Howbridge Church of England School.

Related Policies:

- Preventing and Tackling Bullying Policy
- Positive Handling Policy
- E-safety and Internet Use Policy
- Exclusions Policy
- Equal Opportunities Policy