

Behaviour Policy


	Name of School	Whybridge Junior School
	Policy review Date	November 2018
	Date of next Review	November 2019
	Who reviewed this policy?	Miss Pettican

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1. Introduction

The Administration of the School Behaviour and Discipline Policy

1.1 Communicating the Behaviour and Discipline Policy to parents

For the School Behaviour and Discipline Policy to be successful it is essential that its contents are communicated effectively to parents:

- A summary of the School Behaviour and Discipline Plan will be included in the school prospectus.
- The School Behaviour and Discipline Plan will form a significant part of the Home/School Agreements; which parents sign when enrolling into school.
- Standard letters will go home, promptly, to the parents of individual children informing them of any significant rewards or sanctions applied, this includes behaviour slips (for star removal and timeout given).

1.2 Ensuring that the School Behaviour and Discipline Policy is clearly understood by staff and pupils

Once the policy has been agreed it will be necessary for **all** staff, teaching and non-teaching, that work in the school to familiarise themselves with its contents and how it is to be implemented:

- It is suggested that at the beginning of each school year, the policy is looked at as a whole staff so that there is consistency in its implementation.
- The policy should also be in the School Handbook, a copy of which is given to all staff.
- Teachers should go through the discipline plan at the beginning of each term, and as necessary throughout the term, to ensure that all pupils clearly understand them.

1.3 Reviewing the school behaviour and discipline plan

The Head of School and Senior Leadership Team should review the plan on an annual basis. Any changes in content or policy will need to be communicated to staff, pupils and parents through the appropriate channels. THE POLICY MUST BE BROUGHT TO THE ATTENTION OF STAFF, PUPILS AND PARENTS AT LEAST ONCE EVERY YEAR (DFEE CIRCULAR 8/94).

2. Underpinning the Policy

2.1 The School Ethos

At Whybridge Junior School we believe that:

- ❖ *Everyone should be treated with respect and courtesy*
- ❖ *Consideration should be given to other people, their feelings and opinions*
- ❖ *Everyone should help to look after and improve our environment*
- ❖ *School rules are intended to make life easier, and it is in everyone's interest to see that they are obeyed*
- ❖ *Problems should be discussed and conflict avoided*

These principles underpin all the rules of behaviour and discipline within the school and apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles.

2.2 Respect for Others

It is essential that we show respect for one another in order that the work of the school may progress.

2.3 Self-Discipline and Self-Respect

The basic school rules and expectations are contained in the following section. These aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour and procedures in most situations. School rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect.

2.4 Acquiring the ability to distinguish between 'Right' and 'Wrong'

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our

expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

3. The Behaviour Management Plan

The Behaviour and Discipline Policy consists of three basic elements:

- The **RULES** which pupils must follow
- The **REWARDS** which pupils receive for following the **RULES**
- The **CONSEQUENCES** which result from not following the **RULES**

3.1 Rules

Whole School Rules (which also apply to the classroom)

1. Follow all instructions given by staff (Teachers and non-Teachers)
2. Keep your hands, feet and objects to yourself
3. Do not swear, tease, name-call or behave in a loud or rude way
4. Wear the complete school uniform correctly
5. Walk sensibly and quietly in the School

All of these **rules** will be clearly displayed both within the classrooms and in the social/movement areas of the school.

- **In addition to the rules**, pupils will be given a variety of **instructions** during the course of each day which will be specific to the activity in which they are taking part.

3.2 Rewards

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

The following **rewards** are available for use by all staff:

- Verbal praise
- House points – given outside of classroom activities
- Dojo Points – given inside of the class
- Postcard sent home

- Stickers in the child's reward chart, accompanied by a note/stamp/sticker in the pupil's exercise book/homework diary.
- Special Headteacher Award given in celebration assembly.
- Star Checker! Winning class announced during celebration assembly.

In addition to the individual reward system **whole class rewards** may be available, whereby a class certificate will be organised.

3.3 Consequences

*It is important to deal with disruption calmly and quickly. The basis of good discipline is about the interaction of the pupils and teacher in the classroom. Except in cases of **severe disruption** the pupil should not be 'sent' elsewhere until a number of responses have been tried.*

The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

HIERACHY OF BEHAVIOUR IN SCHOOL

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Inappropriate noises* • Getting out of seat unnecessarily • Provoking peers • Running in school • Pushing or talking in the line • Touching other people’s property • Ignoring instructions from staff • Talking at the same time as an adult or peer • Leaving the class without permission • Throwing small items e.g. paper, rubber ruler • Inappropriate behaviour – shrugging shoulders, tutting, rolling eyes, sighing • Talking going into, during or leaving assembly • Damaging equipment without malicious intent • Backchat 	<ul style="list-style-type: none"> • Defiance towards staff • Punching/kicking/pushing (singular occasion) • Intentionally throwing an object at someone • Damaging equipment with malicious intent including graffiti • Blocking up the toilets • Throwing wet tissue paper at ceiling/walls • Stealing of inexpensive items • Verbal abuse • Swearing • Lying to staff 	<ul style="list-style-type: none"> • Fighting • Graffiti – when it is insulting to someone • Bullying • Throwing furniture • Using an object as a weapon • Leaving school without permission • Stealing • Physically abusive with intent • Social media misuse with malicious intent • Spitting at someone • Racism
<p>Reminder ↓ Warning ↓ Amber – ↓ Star – Slip goes home that day ↓ Timeout in class/in another class* - Slip home that day ↓ 3rd timeout – behaviour sheet – parental meeting – attend Thrive. ↓ Meeting with DHT. Behaviour sheet issued.</p>	<p>Amber ↓ Star – Slip goes home that day ↓ Timeout in class/in another class* - Slip home that day ↓ 3rd timeout – behaviour sheet – parental meeting – attend Thrive. ↓ Meeting with DHT. Behaviour sheet issued.</p>	<p>Amber ↓ Star – Slip goes home that day ↓ Timeout in class/in another class* - Slip home that day ↓ 3rd timeout – behaviour sheet – parental meeting – attend Thrive. ↓ Meeting with DHT. Behaviour sheet issued. Some incidents may result in exclusion – depending on the severity.</p>
<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log – from star removal onwards 	<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log – from star removal onwards 	<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log – from star removal onwards • Adult at the time informs the HOS/DHOS using a HAT disclosure form • HOS/DHOS to follow up

All staff will use their professional judgement as to how to implement the hierarchies.

Classroom consequences for unacceptable behaviour
Step 1: Verbal reminder
Step2: Verbal warning
Step 3: Pupil to write their name next to the amber light
Step 4: Remove star from the star chart – slip sent home
Step5: Isolate the child within the class. Child moves to time out table. Teacher uses professional judgement as to how long child should be isolated in class - slip sent home
Step 6: Time out: Detention in any other class. Fill in time out sheet. Child takes time out sheet to 'detention teacher'. Bring back to class after detention and teacher file into Class Profile. Inform parent/carer at the end of the day (verbal-informal).
Step 7: If a pupil receives three time out sheets (teacher files in Class Profile) within the term, then Phase leader, class teacher, child and parents/carers will meet formally to discuss next steps. The Deputy Head of School and the Head of School will be informed via the parent meeting form (book in office).
Step 8: If one more time out sheet is issued then a meeting with the Deputy Head of School, Inclusions manager, class teacher, pupil and parent/carer is arranged to discuss next steps. A Behaviour Sheet will be issued and targets agreed. Review meeting (after 4 weeks) with Deputy Head of School, Inclusions manager, parent/carer and child. Review targets and discuss next steps.

Classroom Consequences for Unacceptable Behaviour (continued)
Step 9: If 1 more 'time out' sheet is issued then a meeting with the Head of School, Deputy Head of School, Inclusions Manager and parent is arranged to discuss next steps. Head of School will issue an initial warning, and the pupil will be excluded internally (1 week), a letter will be given to the parent and a copy put on file.
Inclusions manager seeks external advice where necessary.
Review meeting (after 1 week) with Head Teacher, Deputy Head of

School, Inclusions Manager, pupil and parent review progress and discuss next steps.

Step 10: If 1 more 'time out' sheet is issued then Head of School, Deputy Head of School and Inclusions Manager will meet formally with parents to discuss fixed term exclusion (up to 5 days).

Before pupil comes back, a meeting with Head of School, Deputy Head of School, Inclusions Manager, pupil and parents is arranged to discuss the conditions for the pupil's return and the next steps.

Step 11: If 1 more 'time out' sheet is issued then return to step 6, outside agencies will attend.

Step 12: If 1 more 'time out' sheet is issued then return to step 7 outside agencies will attend.

Step 14: If 1 more 'time out' sheet is issued then a meeting with Head of School, Deputy Head of School, Inclusions Manager, outside agencies (if possible), parent and pupil is arranged where the pupil will be excluded permanently.

Lunchtime Consequences for Unacceptable Behaviour

Step 1: verbal reminder

Step 2: Verbal warning

Step 3: Timeout Bench (10 minutes)

Step 4: Timeout bench remainder of Lunch

Step 5: Star removal – Hat reporting form to be filled out

If there has been any physical violence – refer to Thrive.

If an incident is not resolved before the start of the PM session (1.15PM) – refer to Thrive.

The following hierarchy of consequences will apply if a pupil fails to keep to the rules:

HIERACHY OF BEHAVIOUR AT LUNCHTIME

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Moving seats in the Dinner hall • Provoking peers • Running in school • Pushing or talking in the line • Touching other people’s property • Ignoring instructions from staff • Talking at the same time as an adult or peer • Entering school without permission – job passes needed • Throwing small items e.g paper • Inappropriate behaviour – shrugging shoulders, tutting, rolling eyes, sighing • Lying to an adult • Backchat/answering back 	<ul style="list-style-type: none"> • Defiance • Punching/kicking/pushing (singular occasion) • Intentionally throwing an object at someone • Damaging equipment with malicious intent including graffiti • Blocking up the toilets • Throwing wet tissue paper at ceiling/walls • Verbal abuse • Swearing 	<ul style="list-style-type: none"> • Fighting • Graffiti – when it is insulting to someone • Bullying • Throwing furniture • Using an object as a weapon • Leaving school without permission • Stealing • Physically abusive with intent • Social media misuse • Spitting at someone • Racism •
<p>Reminder ↓</p> <p>Warning ↓</p> <p>Timeout bench(10 minutes)/ Amber – Slip goes home that day ↓</p> <p>Timeout bench for the remainder of lunch/Star – Slip goes home that day ↓</p> <p>Timeout outside the staff room/timeout slip goes home that day.</p>	<p>Timeout bench (10 minutes)/ Amber – Slip goes home that day ↓</p> <p>Timeout bench for the remainder of lunch/Star – Slip goes home that day ↓</p> <p>Timeout outside the staff room/timeout slip goes home that day.</p>	<p>Timeout bench for the remainder of lunch/Star – Slip goes home that day ↓</p> <p>Timeout outside the staff room/timeout slip goes home that day.</p> <p>Some incident may result in exclusion.</p>
<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log. • If a star is removed MDA to complete HAT reporting form • HOS/DHOS to follow up 	<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log. • If a star is removed MDA to complete HAT reporting form <p>HOS/DHOS to follow up</p>	<p>Staff responsible:</p> <ul style="list-style-type: none"> • Adult at time of incident (must inform the class teacher) • Class teacher to log. • If a star is removed MDA to complete HAT reporting form <p>HOS/DHOS to follow up</p>

All staff will use their professional judgement as to how to implement the hierarchies.

If a pupil frequently reaches the higher stages of this discipline hierarchy, the Deputy Head Teacher and SENCO will consider whether it is necessary to place the pupil's name on the school's special educational needs (SEN) register and to draw up an individual education plan. Where necessary assistance may be sought from LEA support services and other outside agencies may be asked to help in accordance with the procedures laid out in the school's SEN policy.

In **exceptional** cases, where positive attempts to address the pupil's problems do not produce any improvement in the situation, an Early Intervention Meeting will be called. This will involve a board member, the pupil, their parents, an education welfare officer and a member of the Behaviour Support Service, or an educational psychologist, depending on who has been previously involved. Where a referral has been accepted by the Child and Family Consultation Service, they will also be invited to attend.

The purpose of an Early Intervention Meeting is to:

- outline clearly the nature and extent of the child's behaviour difficulties and how it is affecting the child and the life of the school;
- try to identify the circumstances that might be causing the behaviour complained of;
- agree any action that may be required by those present at the meeting to improve the child's behaviour;
- make clear the consequences if the child's behaviour does not improve.

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining two stages on the discipline hierarchy:

6. Exclusion from school for a fixed term period.
7. Permanent exclusion.

Major offences, such as a **serious assault** on another pupil or member of staff, will lead directly to fixed term exclusion, regardless of the pupil's history. An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion be made permanent.

N.B. Keeping all parties informed of situations is often the most effective control.

It is imperative that all staff maintain some form of record keeping system for both REWARDS and CONSEQUENCES; pupils must believe that teachers will *not forget*.

3.4 Restraint

The ethos of the school is that control of pupils should be based on good personal/professional relationships between the staff and pupils. However, circumstances may arise in which staff has to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried. If restraint has been used, the incident will be recorded and parents will be informed.

Other policies, which are linked to behaviour, include:

4. Managing online behaviour

5. Managing bullying behaviour

Appendix 1

School Behaviour Notice

Date.....

Child's Name..... Class.....

Your child has:

Has had their star removed

Has had timeout

Reason:.....
.....
.....

Signature of Class Teacher.....

Signature of Parent/career.....

Signature of Pupil.....

Appendix 2

WHYBRIDGE JUNIOR SCHOOL TIME OUT SHEET

To be kept in class profile and to be sent with child to timeout.

DATE

FULL NAME OF PUPIL

CLASS

TIME OUT FOR

STATE LENGTH OF TIME

NAME OF CLASS TEACHER