

Woolenwick Junior School Behaviour Policy

Policy Name	Behaviour Policy
Created by	School
Responsibility of	School Improvement committee
Reviewed by	MC
This Review Date	October 2016
Next Review Due	October 2019
Cycle	3 years
Ratified by Governing Body on	14.11.16

Version History

Version	Amendments	Date	Author
V1	Cycle review	March 2013	MC
V2	Cycle Review	October 2016	MC

Our Philosophy

At Woolenwick we believe that all individuals should be respected and feel valued. We believe this is best achieved in a positive atmosphere that promotes good behaviour.

We believe that a child has the right to feel safe in school. A child also has the responsibility to ensure other children's safety. Our definition of safety includes physical safety and emotional safety. A child should not act in a way that might result in another being physically hurt. This includes playing in a way that might endanger others as well as using violence or bullying. A child may be hurt emotionally through name calling or having nasty things said about them.

The key to this is for children to accept responsibility for their behaviour within a structure of high, yet realistic expectations. We will do this by promoting, recognising, valuing, expecting and rewarding good behaviour in a way that empowers children.

We believe that behaviour is chosen and that behaviour choices have both responsibilities and consequences. Most of the time children make appropriate choices that result in positive consequences. Sometimes children make poor or inappropriate choices, on these occasions' negative consequences or sanctions may apply.

Responsibilities

Section 89 of the Education Inspections Act (2006) requires a governing body to ensure that its school pursues policies designed to promote positive behaviour. The governors have to provide and review a written statement of principles to guide the head teacher which can be viewed here; www.woolenwickjm.herts.sch.uk

The head teacher has a specific role in framing the policy that establishes an environment that encourages positive behaviour, regular attendance, promotes equality and discourages bullying.

The head teacher will ensure this policy is consistently applied over the whole school community.

The head teacher must determine measures designed to secure as acceptable standard of behaviour and to promote self-discipline, proper regard for others and proper respect for others.

The head teacher must publicise this policy and make it known to all staff, pupils and parents at least once per year.

It is the responsibility of all staff to follow the guidance contained in the policy to ensure safety and promote positive behaviour, and act as role models displaying impeccable behaviour themselves (please see the Staff Code of Conduct Policy).

When discussing behaviour incidents staff should listen to the children to build up a picture of what has happened and the reasons for the decisions that have been made. Children should be given the opportunity to reflect on their behaviour and where necessary coached into better decision making before an appropriate sanction is applied.

It is the responsibility of everybody to follow the school rules and ensure the safety of both themselves and others.

It is the responsibility of parents to understand the schools approach to promoting behaviour and discuss any issues that arise with the school.

The Rules of Woolenwick Junior School

There are 6 clear rules (displayed in the school hall and on posters around the school) that apply at all times in all places;

- We always walk inside the school.
- We always look after everyone's property and our school.
- We are always polite.
- We never leave areas like the classroom or the playground without permission.
- We never hurt other people.
- We always follow adult instructions in the school.

There are other rules negotiated in each classroom and to ensure safety in the playground.

Aims and Objectives

We believe our role is to promote, encourage, support and coach children to make positive choices that have rewarding consequences.

We believe children will make positive choices if:

- There is a climate of positive behaviour
- They know what is expected of them
- They feel confident, secure and happy
- Learning tasks and experiences give opportunities for success, to take risks and make mistakes and learn from them
- They can understand the decisions made
- They receive reward and recognition for their actions.

We will try to do this by:

- Having high expectations of work and behaviour
- Treating each child with respect and value
- Modelling positive relationships
- Ensuring a positive curriculum focused on teaching what the children need to learn.
- Providing a clean, secure, positive environment in which to work and learn
- Rewarding positive choices
- Being fair and consistent
- Ensuring that any criticism focuses on the choice not the child.
- Explaining the decisions that have been made
- Smiling

School Organisation

We will proactively promote positive behaviour. This will be done by:

- Creating a positive atmosphere
- Recognising and rewarding positive behaviour
- Negotiating school, class and playground rules with known consequences
- Ensuring these rules are clearly displayed
- Establishing behaviour programmes that let the children know where they stand.
- Communicating clear consistent expectations

- Minimising unnecessary confrontation
- Providing a stimulating curriculum which challenges children
- Providing a differentiated curriculum
- Promoting children's ownership of the school environment
- Ensuring children understand classroom routines
- Communicating with parents so that they are clear about expectations.
- Starting each day as a new day

Classroom Organisation

We aim to create the least stressful, most positive environment for learning through a decisive approach which will direct the pupil back to the task quickly, fairly and positively.

Our proactive approach aims to reduce the stressful moments when inappropriate choices are often made. We will do this by:

- Respecting children – using first names
- Giving praise and rewards for positive behaviour
- Showing every child they are valued
- Being fair and consistent
- Making it clear it is the behaviour we are criticising and not them as a person
- Treating all children equally
- Creating a positive classroom environment
- Promoting good relationships between peers and adults
- Promoting the respect of others
- Treating children with humour and courtesy – asking not demanding
- Having high expectations of work and behaviour
- Setting clear, common guidelines and rules within the class
- If they are angry they explain the reasons for that anger and later rebuild the relationship
- Saying sorry when they are wrong
- Establishing a working relationship with parents

Rewards for Good Work or Behaviour

Below is a selection of ways in which we promote positive behaviour;

Positive verbal praise	Written comment on a book	House Points
Sharing work with the class	Reward with responsibility or jobs	Nonverbal recognition
Stickers or Stamps	Golden Time	Sharing work with another adult
Showing work in class assembly	Sharing work with Parents/Carers	Direct praise to parents/carers at the end of the day
Sharing work with the Headteacher	Gold Book	Golden Time
Certificates of Achievement	Always Certificates	Displaying work in communal areas

House Points

- All children are in one of four houses – Lions (red), Cheetahs (yellow), Panthers (blue) and Tigers (green). Siblings are placed in the same house. Teachers and teaching assistants are also allocated houses.
- House point charts are displayed in every classroom. When children are awarded a house point, these are marked on the chart. Children are also awarded a counter which they add to the special tin during the next assembly.
- The aim is for children to acquire 150 house points over an academic year (approximately 5 per week). The following are awarded;

25 points – Certificate

50 points – Bronze credit card

75 points – Certificate

100 points – Silver credit card

125 points – Gold credit card

150 points – Platinum credit card

Teachers are responsible for ensuring these certificates are filled out and ready for the next Golden assembly.

- Each week in Friday assembly we total all the house points and the house cup is awarded to the winning house.

Gold Book

- The Gold Book is kept in a tray in the staffroom.
- Teachers and teaching assistants are asked to complete the book before the Wednesday assembly. Teachers are asked to model excellent presentation, handwriting and spelling
- Entries should focus on learning rather than behaviour.
- Entries are read out during the Gold assembly. Children are awarded with a Gold sticker and public recognition. They then place a golden leaf on the tree displaying in the school hall.
- Previous Gold Books are displayed in the reception area.

Golden Time

- Each class has a weekly golden time. This is on a **Friday afternoon** and lasts for a maximum of **30 minutes**.
- Teachers and children should discuss how they spend this time, possibly changing the activity each week.
- Golden time is earned by the children as a class. Individuals may be asked to use golden time to finish homework or classwork.

‘Always’ certificates and ‘Progress’ certificates

- Always certificates are presented to a few children (max 9) in each class who always behave well.
- Progress certificates are presented to one child in each class who has made outstanding progress in their learning over the term.
- The Lesley Bell Award is presented to an exceptional pupil in school. This is usually a Year 6 pupil. These awards are presented in an end of term assembly.

Inappropriate or Dangerous Behaviour

- It is the responsibility of all children to try to behave in a way that ensures the safety of both themselves and others.
- We understand that children may not always make the appropriate choices. We and we feel the element of ‘try to...’ is important. Children should be encouraged to learn from their mistakes.
- Teachers/Adults should always try to find out why a child has chosen a particular behaviour. They should bear in mind that there might be an external factor influencing that decision. This does not excuse the behaviour and a sanction may still be appropriate. We will try to help the child make more appropriate choices in the future. It is important that children recognise the consequences of their appropriate actions. This will often be by reparative action.
- Adults should record any significant acts of inappropriate behaviour using CPOMs (the school’s reporting system)

Consequences for Inappropriate Behaviour

- We will ensure that consequences are always fair, certain, logical and focus on the inappropriate choice.

- The table on the following page defines some of the consequences that may be used in school. It gives guidance on severity and progression of consequence. Consequences for low-level behaviours may increase if children are not seen to be acting on the guidance they are given. For serious breaches of safety or discipline then consequences in band 5 or 6 may be applied immediately
- We understand that children may not always make the right choices of behaviour. Adults should try to find out why an inappropriate choice has been made and coach the children to understand what a better choice may be.
- Children should face consequences for their actions. Adults should make sure that the consequence is fair, certain, logical and focus on the inappropriate choice of behaviour.
- It is OK to make mistakes as long as you learn from them. The Protective Behaviours approach should be used to support both victim and aggressor.

Thinking Table

- Every classroom should have a thinking table, which is **kept clear**. Four thought clouds should be displayed, asking;
What I did?
What rule I broke?
Why I did it?
What can I do to fix it?
- A thinking table is also located outside the library in the dining area.

Reflection Time

- All teachers take it in turns to supervise a half hour lunchtime reflection time slot. The reflection time timetable is displayed in prominent places around the school.
- Reflection Time takes place in the **teacher's classroom**. The reflection time folder (which contains reflection sheets and other linked information) is kept in the office. Children will be escorted to the next classroom at 12.30pm so reflection time is shared between two adults.
- If there is only one child in reflection time, they should sit at a thinking table in a communal area.
- Reflection sheets will always be completed, checked by the teacher on reflection duty and discussed as appropriate.

The table below outlines the consequences for inappropriate behaviour. For Bands 4 – 6, advice should be sought from a member of the SLT.

Band 1	1 Tactical ignoring 2 Non- verbal signals 3 Rule reminders 4 Redirection 5 Refocus 6 Focused questioning 7 Move within class
Band 2	1 'Telling off' 2 Verbal apology 3 Loss of Golden Time 4 Letter of apology 5 Move to another class – temporarily
Band 3	1 Loss of break time/ lunchtime 2 Reference to Head/ Deputy 3 Informal contact with parents/carers 4 Loss of responsibility 5 Reparative Jobs
Band 4	1 Formal contact with parents/carers 2 Behaviour/ reward contract 3 Home/ School contact book 4 Behaviour Chart
Band 5	1 Move to another class for a fixed period 2 Internal exclusion 3 Exclusion from lunchtimes 4 Exclusion from trips

Band 6	1 Fixed Term exclusion 2 Pastoral Support Plan 3 Permanent exclusion
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Playtimes and Other Non-structured Times

- Playtimes and other non-structured times are important to allow children a break from on-task concentration. However this time should be used constructively and children will be expected to behave in a way appropriate for their environment whether this is inside or outside.
- Whilst appropriate supervision is always available, children are expected to take responsibility for their actions and 'play' in accordance with the school rules.
- No child should be hurt physically or emotionally in the playground.
- It is also important that school conventions on politeness and respect are maintained during non-structured time.
- Where children find constructive play difficult they will first be encouraged, then directed towards appropriate choices. Inappropriate behaviour may be noted and shared with class teachers. Should low-level inappropriate behaviour persist or more serious behaviours happen an appropriate sanction may be used.
- Children may be set behaviour targets relating to playground behaviour

Going To and Coming From School

- While Woolenwick Junior School is not necessarily responsible for children's behaviour whilst on their way to or from school or outside of school hours, if we are notified of any occurrence of misbehaviour we will make a decision as to whether to contact the parents/carers, deal with the incident as a school or request support from other outside agencies.

Bullying and Racism

- Please see Anti-Bullying Policy and Policy for Promoting Racial Equality
- We take a proactive approach to bullying as well as reacting when an incident happens. As part of our approach we regularly provide opportunities through circle time, Assemblies or other times to reflect on what constitutes bullying and appropriate reactions to it.

Children who are the victims of bullying are encouraged to

- Share with whoever they feel comfortable telling
- Not to feel guilty or ashamed
- Realise that it is their duty to help to stop it.
- All members of staff are aware of the signs of bullying and will act immediately to prevent it.
- If an incident of bullying is suspected we talk to all the children involved. All incidents of bullying behaviour are recorded in our observations and situations are discussed with parents in order that we can work together to a successful outcome.
- A child identified as having bullied another will be punished with an appropriate identified sanction.
- Harassment including racial harassment and name calling will not be tolerated. Harassment is defined as name-calling, racial abuse, sexual harassment or persistent teasing.
- All incidents of racial and sexual harassment are taken seriously and dealt with immediately they are reported in according with identified structures.
- All bullying incidents/behaviours are recorded through CPOMS.

Truancy

- Please see the Attendance policy
- Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Head teacher and Family Liaison Worker.
- The Head teacher through the Family Liaison Worker and Attendance Improvement Officer will monitor and liaise with parents as appropriate
- If further action is necessary the Attendance Improvement Officer in conjunction with the LA will pursue it. The school is required to publish its rates of authorised and unauthorised absence and also reports this at Full Governing Body Meetings through the Head teacher's Report to Governors.

Exclusions

- Significant acts of dangerous or inappropriate behaviour or repeated inappropriate behaviour that does not improve following recovery programmes, parental involvement or sanctions may result in fixed term or permanent exclusion of the pupil.
- The decision to exclude can only be taken by the Headteacher or SLT in his absence.
- Exclusions will be enacted using the Hertfordshire Guidance on Exclusions.
- In case of exclusion a letter is sent to the parents detailing reasons for the exclusion and the period of exclusion. The parents should then contact the school to make arrangements for the collection and marking of work during the exclusion.
- Parents can appeal against the Headteacher's decision by contacting the Governing Body. The LA will be notified of any Exclusion.

Physical Restraint

- Please see the Physical Restraint policy.
- All teaching and non-teaching staff are authorized to use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.
- All staff have had training on the appropriate use of physical restraint.
- For further advice on physical restraint please see Physical Restraint policy

Consistent approaches –behaviour strategy sheets

- All teachers create and regularly update the 'behaviour strategies' saved on the teachers drive.
- This outlines strategies to be followed with key children as well as outlining positive behaviour management strategies to follow
- Any adult working within that classroom must read and act on the advice
- A copy of this should be kept in the class planning folder

Links with Home

- Consistency of approach and positive communications between school and home is important in promoting positive behaviour.
- Woolenwick Junior School uses its Home School Agreement to
- The school will use stickers, certificates and other informal systems to let parents know that their children are behaving well.
- If parents have concerns about their child's behaviour or how they are doing in school they should contact the school. The first contact should be with the child's class teacher. Then, if appropriate they should talk to the SENCo, member of the Inclusion Team, SLT or the Head teacher.
- When the school has concerns over a child's behaviour choices then they will contact the parents to identify what can be done to improve the behaviour
- Children who offer consistent patterns of challenging behaviour may, with their parents' permission, be placed on the Special Needs Register. The class teacher supported by the Senco would then devise a behaviour recovery programme with specific targets developed to support the child's behaviour. This may be for either classroom or playground behaviour.
- The school will use the Hertfordshire Behaviour Questionnaire as the basis of an audit of behaviour
- If appropriate, support may be sought from the Attendance Improvement Officer, Educational Psychologist or Behaviour Support Service. Any advice from an external agency will be included in behaviour support plans used in school.
- Any child who is at risk of exclusion or is returning to school following a fixed-term exclusion will be supported by a Pastoral Support Plan. This identifies the support the child is to receive and who is responsible for that support.

Complaints procedure

(See Complaints Policy)

- Discussion with the Head teacher or class teacher
- Formal complaint to the Governing Body (addressed to the Chair of Governors at the school address)
The Headteacher will provide you with a copy of the formal complaints procedure at this stage
- The Chair of Governors will arrange for your complaint to be investigated

Procedures for monitoring, evaluation and review

- Responsibility for ongoing Behaviour at the school is the responsibility of the Headteacher and the Senior Management Team. The head will check all records in the class Behaviour Books regularly. The senior management team will constantly review behaviour issues both in and around the school.
- The Head will provide a written evaluation of behaviour to the Governing Body at least annually. Any issues arising from this will be fully discussed and any improvements needed will be included in the School Development Plan.
- The Governing Body will review the Behaviour Policy at least every 3 years.

Conclusion

We cannot change children. We cannot make children behave. We can only, ask, request, direct, remind, encourage and expect that children behave. It is the child who chooses their behaviour and is ultimately responsible for what they do.

Our role, in conjunction with the child's parents, is to make it easy for a child to make the appropriate choices.