



BEHAVIOUR POLICY Hampton Hill Junior School

This policy was reviewed:	Autumn 2021
This policy was ratified by Full Governing Body (if applicable):	N/A
This policy will be reviewed again:	Autumn 2022
Governor committee responsibility:	Headteacher (A&F Informed)
Statutory Policy?:	Yes

Introduction

This policy defines a Federation commitment to ensuring behaviour that is fully supportive to a consistent and caring environment with positive learning outcomes for all.

Aims

- Promote a positive and inspirational ethos and climate that supports pupils to achieve and progress.
- Create a consistent environment that encourages and reinforces good behaviour.
- Emphasise the importance of rules and why we follow rules.
- Encourage and expect consistency of response from all staff and adults operating within the federation.
- Promote self-esteem, self-discipline and behaviours that are supportive to positive relationships and sustained friendships.
- Encourage the involvement of both home and school in the implementation of the policy.
- Ensure a thorough and informed pupil transition procedure that is supportive to positive outcomes.

To achieve these aims as a staff we will:

- Model high standards of behaviour in our interactions with children, colleagues and the wider community.
- Create and maintain a calm, safe, happy and purposeful learning environment.
- Foster positive, kind, caring attitudes towards everyone.
- Use a wide range of strategies for dealing with difficult behaviours.
- Reward pupils. for showing an effort to improve and demonstrating this consistently.
- Use a consistent approach to behaviour management by:
 - ~ Praising and encouraging children's appropriate behaviour
 - ~ 'Catching them being good'.
 - ~ Being proactive and striving to pre-empt inappropriate behaviours.
 - ~ Delivering rules, rewards and sanctions in fair, transparent and consistent ways- taking into account the individual needs of pupils.
 - ~ Ensuring fair treatment for all: regardless of age, gender, race, ability and disability.

Rules are used to promote and support positive behaviour. These rules are regularly shared with the children and are displayed prominently.

SENCo will:

Work alongside teachers, parents and learners in the behaviour management of pupils with Special Educational Needs and Disabilities (SEND) or those with more complex behaviours by:

- Liaising with and referring learners who display continuous disruptive behaviour.
- Putting in place appropriate provision for SEND children.
- Using data to target and assess provision for learners who fall beyond the range of the policy.

Hampton Hill Junior School Rules

Respect in Our Classroom

Stay seated unless you have permission. Rocking on chairs is not safe. (Try not to fiddle.)

Only call out when requested to do so. No shouting. Be silent/quiet when asked.

Listen to adults and other children.

Follow instructions.

Take pride in your work. No doodling on book covers.

Speak politely and kindly. Speaking politely means in a respectful tone of voice and using respectful body language.

Look after property. Keep things neat and tidy.

Respect in the Playground

Play sensibly and safely.

Be aware of others near you.

Offer to help and play with others.

Be polite and kind.

Speaking politely in a respectful tone of voice and use respectful body language.

Take care of plants and equipment.

Stay outside unless you have permission. (Monitors allowed inside must wear a lanyard.)

Follow instructions on the whistle.

Respect in the Lunch Hall

Be polite and helpful to everyone.

Walk around the hall.

Behave sensibly.

Choose a seat and then remain in that place.

Talk quietly to people on your table.

Leave your table clean and tidy and put all litter in the bin.

Respect in Assembly

Walk in silently in single file and sit down straight away. Try to sit still.

Only speak when requested to do so and stop when the adult claps.

Listen respectfully.

At the end of the assembly, wait silently and walk out silently and sensibly, in single file, with your class

“Respecting ourselves, each other and our environment.”

HHJS Rewards

Individual Rewards

Praise, Recognition Board

Stickers, Year Group Leader Award, Deputy Award, Headteacher Award

Sit next to a friend for a lesson

Diary comment, phonecall, email or postcard home

Whole Class Rewards (Supervised by the teacher)

Outdoor -a class game, time in the playground/adventure playground/garden.

Indoor – a class game, choosing time.

Year Group Reward (Supervised by the teachers)

Y3 and Y4 Film

Y5 and Y6 Film or Trip to Holly Road Recreation Ground.

NB. In addition to the above, teachers may use other reward systems at their discretion (such as Dojos, crowns and raffle tickets).

HHJS Consequences

Reminder

Warning

2 mins owed – kept back by their teacher at break/lunch

Reset

Instant Reset for the following unacceptable behaviours:

Open defiance / consistently ignoring instructions

Swearing/inappropriate language. Any discriminating language or behaviour (racism, sexism, sexual, homophobic language etc)

Verbally or physically threatening, aggressive or violent behaviour

Bullying (refer to bullying policy)

Deliberate damage to school property

Stealing

Anything where a member of staff feels belittled.

If a child gets a **Reset**, they are required to miss one break time (15 mins) and a Reflection Sheet is completed to help them learn from their mistake.

Children are required to reflect upon the following 6 questions:

What happened?

What were you thinking?

What have you thought since?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

The children are aware of this system through assemblies, posters around the school and through verbal messages. The vast majority of our pupils never get a Reset.

Report Card

If a child receives 3 Resets during a half term (6-7 weeks) they will be required to move onto a Report Card for 5 school days. Their class teacher will take them to visit the Headteacher for a meeting and parents will be informed by the SENCo, in her capacity as part of the Leadership Team. This email explains how the Report Card works and warns about the possibility of Internal Exclusion as the next stage if necessary.

In most cases this is successful in improving the child's behaviour and the SENCo will email/phone home at end of 5 days RE SUCCESS. When a child comes off Report they may move to a Consolidation card to help them stay on track, if this is requested by the parent and/or teacher.

NB. Very few children need to go on a Report Card.

Internal exclusion

If the child's scores on the Report Card do not meet the success criteria, then an internal exclusion becomes necessary. Parents are informed. An internal exclusion involves the child being removed from their normal class into another class within the year group (during Covid19) and alternative supervised breaks are scheduled away from peers, for one school day. Assuming this is successful, then a reintegration meeting will be held the following morning and the child has a completely fresh start back in their usual class.

Fixed Term External Exclusion

If there is significant poor behaviour during the day of the internal exclusion, then parents will be called to attend a meeting and a fixed term external exclusion will be issued. On return from the external exclusion, a **Personal Support Plan** will be drawn up with specific strategies to address the child's needs. The SENCo will lead on this. **External advice** may be sought as necessary.

Permanent exclusion is a last resort only. Please see 'Temporary, permanent and lunch time exclusions' section below.

The Curriculum and the Learning Environment

We believe that an appropriately planned curriculum and effective teaching and learning contribute to positive learning behaviours. We plan for the needs of individual pupils and involve pupils in their own learning. The classroom environment is an important influence on children's behaviour and should give a clear message about the extent to which the children and their efforts are valued.

Pupil Learning Outcomes

- Know and understand it is not acceptable to bully, name call or use inappropriate language.
- Know that they can and should talk to an adult about any concerns they have in regard to behaviour.
- Know that they will be treated in a fair and friendly way.
- Begin to solve social problems in an independent way.
- Understand that they have choices with regards to behaviour.
- Understand that behaviour can have consequences.
- Have respect for self and others
- Take responsibility for own actions

Monitoring and Evaluation of the policy

The effectiveness of this policy is monitored on a regular basis and it is promoted to our community. Behaviour records are kept- to inform and track responses and interventions.

Staff development and support

All staff are made aware of the high standards of behaviour expected of all pupils at all times. Staff development, training and support is included in our annual programme and informed by staff, parent and pupil surveys.

Pupil Wellbeing

When pupil behaviour or response gives cause to suspect that a child is suffering, or might suffer harm, staff follow the schools' safeguarding policy.

A multi-agency assessment or other external input may be considered.

This policy acknowledges the school's legal duties under the Equality Act 2010.

Pupils' conduct outside the school gates

This policy is written with reference to DFE guidance. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, or if they pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The teacher will 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

A member of staff can confiscate, retain or dispose of a pupil's property, 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 Power to search without consent

Staff will operate this (if required) with reference to DFE Prohibited items list:

- 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.

Items on the list (such as weapons and knives and child pornography) will be handed over to the police.

Power to use reasonable 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. Physical interventions are used positively, minimally and as a last resort to keep pupils and staff safe. Individual staff are trained in *Team-Teach* positive handling techniques. Physical interventions will normally form part of a child's individual behaviour support plan. Any instance of physical intervention will be documented and communicated with parents.

The school will follow LBRuT's guidance as to disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Seclusion / isolation requirements

Disruptive pupils can be placed in an area away from other pupils for a limited period. The reason and procedure will be made clear to the individual pupil. The school will ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

Temporary, permanent and lunch time exclusions

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision on whether to exclude is for a headteacher to take.

Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate

persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, headteachers should consider whether exclusion is providing an effective sanction.

(from [Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion \(DFE\)](#))

A number of options are available in response to a serious breach of behaviour policy;

- a) **restorative justice**
- b) **mediation,**
- c) **internal exclusion**
- d) **managed move** (to another school)
- e) The length of a fixed –term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary, a permanent exclusion may need to be considered. Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.
- f) When a child returns from a fixed-term exclusion, a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.
- g) As per the DfE directive, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head teacher's decision.

Any incidents will be documented and reported to Governors by the Headteacher in his termly report; serious incidents will be reported to the local authority.

NOTIFICATION OF EXCLUSION FORMS

We will follow Local Authority templates and guidelines. (Ref: Adrian Bannister, Lead Exclusion & Reintegration Officer, LBRuT).

(Reference: Behaviour and discipline in schools, Advice for headteachers and school staff (DFE))