

Behaviour policy

Approved		Responsibility	Curriculum Committee
Review	3 years		



This policy is linked to the following:

Anti-Bullying policy, SMSC, Inclusion/SEN, Restrictive Restraint, PSHE, over arching Safeguarding policy, Child Protection, Behaviour, Health and Safety

Policy prepared May 2017

Policy approved June 2017

Policy reviewed

Policy reviewed

Policy reviewed

Next Review June 2020

Greenfields Junior School provides a positive, happy atmosphere in which children can learn and grow in a rich, stimulating environment. Praise and encouragement are the keys to promoting an ethos, which generates self-discipline and creates a safe learning environment where children can learn to respect others and develop a sense of community and teamwork. The relationship between school and parents is valued as a means of promoting positive behaviour and expectations across home and school and are agreed in our Home/School Agreement.

The Behaviour Policy at Greenfields Junior is underpinned by our Vision, Values and Golden Rules.

Vision:

Vision- All children take pride and ownership of their actions and behaviour choices; we strive for PRIDE in everything we do!

Values:

At Greenfields Junior School we aim for:

Perseverance:

Promote a love of learning and desire to work hard and succeed. Developing a desire to improve and not to be discouraged from challenge.

Respect:

Foster respect for ourselves, each other and our future. Develop honesty, empathy and responsibility. Understand that we learn with each other and from each other, accepting and respecting our differences.

Independence:

Equip our learners with the necessary skills, knowledge and creativity to become independent and inquisitive life-long learners

Determination:

Develop enquiring minds who are motivated to achieve and rise to the challenges of school and life. Foster a desire to seek improvement and overcome barriers.

Enthusiasm:

Promote an atmosphere of enthusiasm to engage children in their learning and development through stimulating and interesting activities.

Our Golden Rules are:

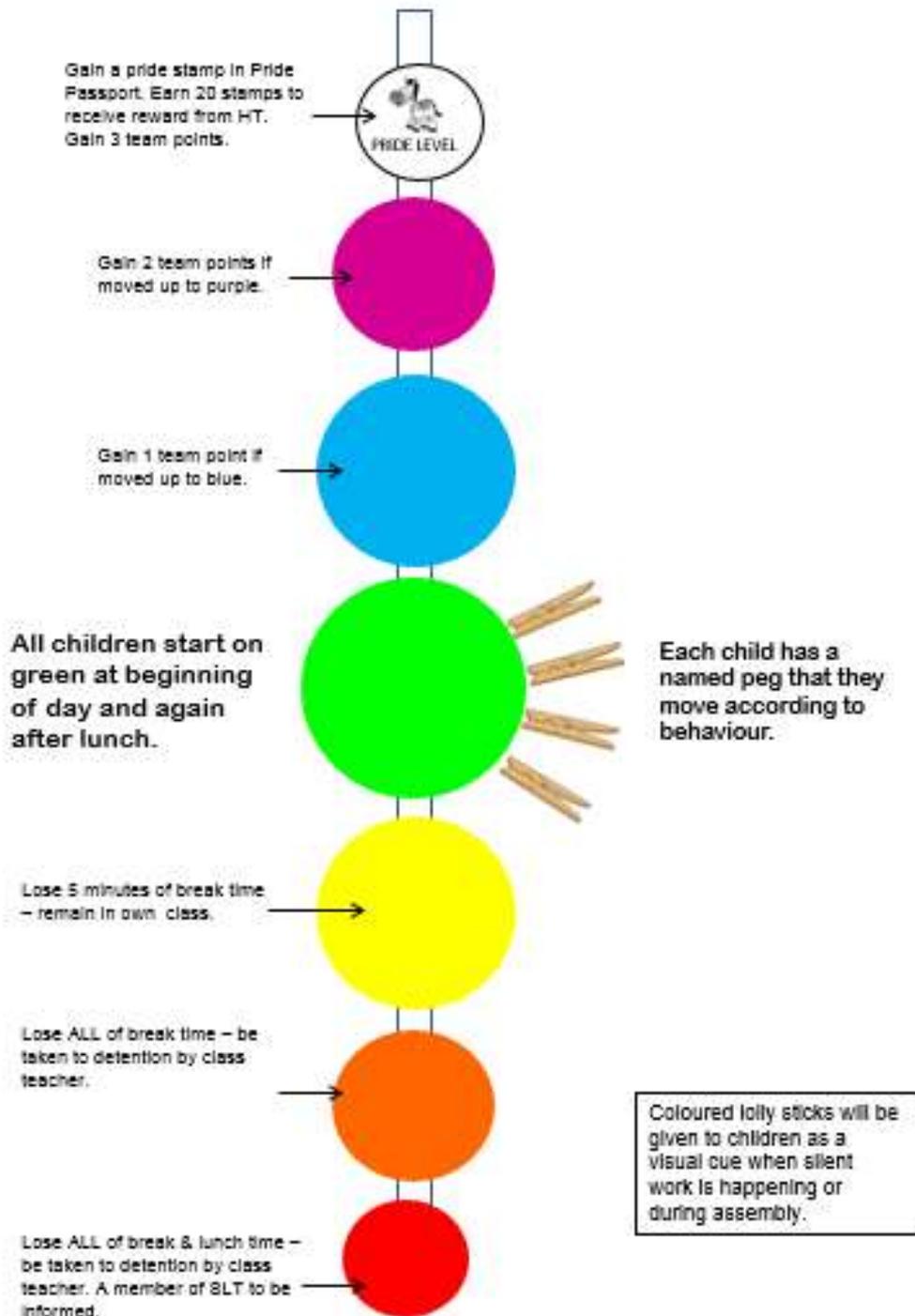
- ❖ We are gentle
- ❖ We work hard
- ❖ We look after property
- ❖ We listen to others
- ❖ We are honest

Golden Rules and Vision are posted in every classroom and around the school and all members of our school community are expected to follow our rules and uphold our vision

We have developed a behaviour code in collaboration with staff and pupils. In each classroom there is an interactive behaviour chart which will be accompanied by our new behaviour code. Each stage

has clear criteria explaining the behaviour at that level and the accompanying reward or consequence. Between each level on the behaviour code, children will be encouraged to think about making the right choices and reflecting on and acknowledging their actions.

Greenfields Junior – Behaviour display system



Behaviour code explained:





Well done! You have achieved PRIDE for outstanding effort and achievement in behaviour.

Reward:
1 PRIDE stamp

KEEP STRIVING FOR PRIDE!

You have shown **responsibility** and **respected** everyone's **right** to learn and be safe.

PURPLE:

Well done! You have achieved PURPLE for consistent effort and achievement in behaviour.

Reward:
2 team points

KEEP STRIVING FOR PRIDE!

You have shown **responsibility** and **respected** everyone's **right** to learn and be safe.

BLUE:

Well done! You have achieved BLUE for effort and achievement in behaviour.

Reward:
1 team point

KEEP STRIVING FOR PRIDE!

You have shown **responsibility** and **respected** everyone's **right** to learn and be safe.



Greenfields Junior School Behaviour Code



MAKE THE RIGHT CHOICE. STRIVE FOR PRIDE!

MAKE THE RIGHT CHOICE.

Everyone has the **right** to feel safe and learn; it is your **responsibility** to **respect** these rights.

YELLOW:

You have not followed the school rules.

Consequence:
Verbal warning

MAKE THE RIGHT CHOICE.

Everyone has the **right** to feel safe and learn; it is your **responsibility** to **respect** these rights.

ORANGE:

You have repeated YELLOW behaviours.

or

Straight to ORANGE for:

- showing disrespect to property
- hurting others
- using inappropriate language
- been rude or unkind

Consequences:

-20 mins loss of lunch break

MAKE THE RIGHT CHOICE.

Everyone has the **right** to feel safe and learn; it is your **responsibility** to **respect** these rights.

RED:

You have repeated ORANGE behaviours.

or

Straight to RED for:

- violence
- lying
- stealing
- vandalism

Consequences:

-miss lunch time
-go to the head teacher or a member of the S.L.T.

Level criteria explained:

PRIDE level- this is for continued outstanding behaviour (3 team point reward and PRIDE stamp in PRIDE passport)

Purple level- this is where children continue to make the right behaviour choice or an excellent behaviour choice (2 team point reward)

Blue level- this is where children are making the right behaviour choices and working hard (1 team point reward)

Green level- this is the starting point for all children for each half-day session (morning and afternoon). Each child's peg returns to this point at the start of each morning and each afternoon.

Yellow- this is a consequence for not following the 'Golden Rules' after receiving a verbal warning

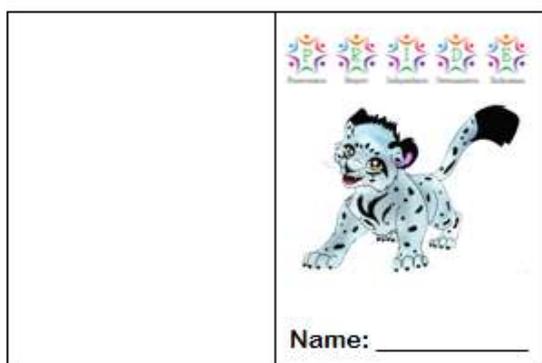
Orange- this is a consequence for continuing to not following the 'Golden Rules' or a serious action (miss 20 mins break time during lunch)

Red- this is a consequence for repeatedly not following the 'Golden Rules' or an extreme behaviour choice (miss lunch time with a member of the senior leadership team)

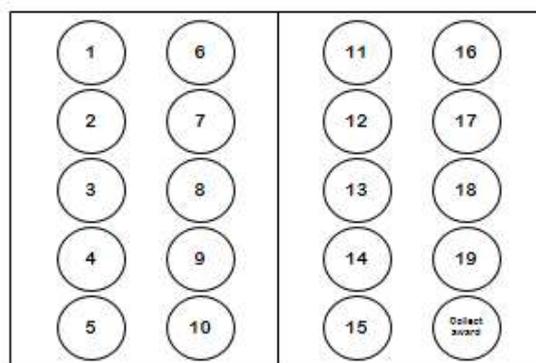
Rewarding excellent behaviour choices:

The PRIDE passport and PRIDE level is to acknowledge children who are making continued and repeated good behaviour choices. Every time a child has their peg on the PRIDE level they will receive a PRIDE stamp in their passport. After collecting 20 PRIDE stamps, the child will receive a PRIDE, bio-degradable ribbon to tie on our PRIDE in the new courtyard. They will also be rewarded with a PRIDE prize in Stars assembly. Each class will have their animal on the front cover of their passport to match their behaviour chart.

Outside of PRIDE passport:



Inside of PRIDE passport:



Behavioural difficulties and SEND:

The majority of the children attending Greenfields Junior School are very well behaved and respond well to the praise and rewards given to positive behaviour; problems with behaviour are few. However, we do recognise that for some children, behaviour can cause difficulties for themselves and others. In these cases it is necessary to adopt a specific course of action to help the child learn more appropriate behaviours. At all times we ensure that poor behaviour is not due to inappropriate or unchallenging work. On some occasions it may be necessary to take specific action to help children learn more appropriate behaviour. This may include:

- ❖ Individual behaviour modification programmes. This involves placing the child on the Special Educational Needs Register to monitor progress and working with the child and his / her Parents;
- ❖ Work with our ELSA – emotional literacy support assistant to develop self-confidence and self esteem
- ❖ Assessment by the Educational Psychologist;
- ❖ Referral to the Child Therapy Service;
- ❖ Referral to Child and Family Guidance.

Recording such behaviours will be an important part of providing an accurate picture of a child's behaviour. This will help to identify reasons and possible solutions.

Managing Extreme Cases of Difficult Behaviour

The Red Hand Card (appendix 1)

If a pupil demonstrates seriously difficult behaviour in the Classroom, a behaviour Risk Assessment is created for all staff to be aware of. On rare occasions where there is an urgent behaviour issue the Red Card, in each class, should be sent to the Headteacher/office. An immediate response will be made. The following procedures should be followed as far as possible within the classroom for the safety of the child and other pupils:

- ❖ Isolation of the child to avoid harm to self or others;
- ❖ Encouragement to participate appropriately or to leave the room with the adult;
- ❖ Praise and reward if the child does as he/she is asked.
- ❖ All Staff to be made fully aware of strategies to be employed with individual children.
- ❖ Parents to be informed of the child's behaviour and actions taken at the end of the day and a meeting to be arranged to discuss future provision for the child.
- ❖ All incidents to be fully documented with details of incident, actions taken and outcome. Copy to be given to the Headteacher and a copy to be placed in the child's record file.
- ❖ INCO to be informed and action taken accordingly i.e. involvement of the appropriate agencies, referral etc.

Children Who Run Out of Class or Off Site

Children who run away when asked to come to the Teacher or adult will be encouraged, verbally to return however we will not chase and the children will be left to do so. The Headteacher/Deputy Headteacher should be informed immediately.

The child will then be safely supervised from a distance. If a child leaves the school site the office will ring 999 for emergency advice/support. Giving chase will encourage the child to continue to abscond.

Once the child has returned to the classroom or building the Headteacher will take action to sanction the child accordingly.

In the event of the child going off site the police will be informed immediately, then the parents.

All incidents should be fully documented with details of the incident, actions taken and the outcome. A copy of the incident will be given to the Headteacher and a copy placed in the child's file.

An immediate meeting with the Parents, Headteacher, Class Teacher and SENCO will be called to discuss future provision.

The appropriate agencies will be called to discuss strategies and provision i.e. Educational Psychologist, Behaviour Management Team, Health, Educational Welfare etc.

A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. This may be to go home for the lunchtime period or attend part-time only e.g. mornings.

All arrangements should be established with an appropriate time scale for re-integration and in full discussion with the Parents.

Extreme Misbehaviour or Violence

In the extreme circumstances of continued misbehaviour or violence in school the child will be excluded for a fixed term period. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to DfES Guidelines on Exclusions.

(please see our Restrictive Physical Intervention policy)

Staff at Greenfields Junior School do not agree with corporal punishment. Hitting children is NEVER used within the school.

Occasionally it is necessary to hold a child to stop them hurting themselves or others. The Hampshire Local Authority Guidelines on restraining children will be strictly adhered to on these occasions. It is important to remember that any restraint is in line with Hampshire County Council guidance, 'Restrictive Physical intervention in schools: HCC policy and guidance for schools'. Sept 2009. A copy of which will be shared with all staff and supply staff and placed in the staffroom.

Keeping track

Behaviour issues and safeguarding concerns are logged on the school system – Myconcern which is sent direct to the DSLs, to be read and reviewed.

Exclusion (see appendix 2)

In rare cases it may be necessary to exclude a child, for example, if there has been a physical attack on another person or the child demonstrates continued unsafe behaviour to themselves or others or results in damage to school property. This is only ever considered after all other avenues have been explored.

The Education Act 2002 (Section 52) and Regulations made under the Act, namely the Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002 govern the exclusion of pupils from maintained schools. 'Exclude' means exclude on disciplinary grounds. There are 2 categories of exclusion: fixed period or permanent. Pupils may also be excluded from the school premises for the duration of the lunchtime break between the morning and afternoon school sessions and this is a fixed period exclusion.

The Education and Inspections Act 2006 requires schools to hold reintegration interviews with parents following some fixed-period exclusions and to provide suitable full-time education to pupils from the sixth day of any fixed-period exclusion.

Greenfields will always follow procedures for exclusion and reintegration as laid down by law in the Governors Guide to the Law published by the DCSF.

In the event of an exclusion, the Headteacher will inform the Chair of Governors.

The school is committed to providing a climate where equality and justice prevail in all areas of school life. This endeavours to foster attitudes and relationships which promote an understanding of others, irrespective of ability, gender, language, racial, cultural, ethnic or religious beliefs. The school recognises that society needs responsible adults who can understand the purpose of the law and

respect the rights of others, underpinned by British Values. These attitudes are nurtured and encouraged by all those with whom young people come in contact.

Monitoring and Evaluation

Incidents will be monitored by the Leadership team. Its success will be evaluated through year group meetings.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet is on the school website.

APPENDIX 1

RED CARD PROCEDURES

_ If any member of Staff is experiencing difficulties with pupil management, either inside the school or on the school playground, a child or other adult should be sent to the Headteacher, in her Office, with the Red Card provided from the class e, main hall, shared area, Library, ICT Suite, Music Room or playground.

_ In the event that the Headteacher is not in her Office, the card should be sent to the Main School Office. An Office Staff member will find the Headteacher or an appropriate member of the Senior Staff Team. Office Staff members are not required to assist the Class Teacher in managing difficult pupils.

_ Any child causing serious difficulty should be isolated as far as possible from the other children until assistance has arrived. NO member of Staff is permitted to manhandle a child or use restraining procedures unless in extreme circumstances and in the presence of another member of Staff i.e. in the case of serious danger to themselves or other pupils or adults. County Guidelines MUST be adhered to in these circumstances.

Responsibility in the Absence of the Headteacher

In the event of an incident occurring when the Headteacher is off site the Deputy Headteacher assumes the role of the Headteacher. The Deputy Headteacher will send for a Teaching Assistant to supervise her class and attend to the Teacher requesting help. Full responsibility lies with the Deputy Headteacher until the return of the Headteacher. Therefore all usual school procedures are followed.

APPENDIX 2

CRITERIA FOR EXCLUSION

(guidance for parents: <http://www3.hants.gov.uk/education/parents-info/education-exclusions/exclusions-full-guide.htm>)

A decision to exclude a child for a fixed term period or permanently should be taken only:

- In response to serious breaches of the school's behaviour policy;
- Once a range of alternative strategies has been tried and have failed;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Only the Headteacher can exclude a pupil from school, unless the Headteacher is absent from school, in which case the power rests with the most senior teacher who should make clear that they are acting in the Headteacher's absence.

Breaches of School Behaviour Policy

The following are actions by the pupil in breach of the school's behaviour policy which will warrant exclusion from school:

- Violence towards a pupil or adult;
- Continuous disruption through violent actions e.g. throwing items, threatening behaviour, running around or off site;
- Abusive behaviour towards pupils or staff e.g. spitting, hitting, kicking or punching such that it impinges on the welfare of all who attend school.

Reaching a Decision

The Headteacher should:

- _ Regard each incident individually in relation to the individual child and circumstances.
- _ Consider all relevant facts and firm evidence supporting the incident or incidents;
- _ Allow the pupil to give his/her version of events;
- _ Check whether or not the incident was provoked;
- _ If necessary consult others being careful not to involve anyone who may later take part in a statutory review of the decision.

Exclusion will not be used for:

- _ Swearing;
- _ Minor interruptions or aggravations e.g. calling out, rudeness, silly noises, pushing in the line or unkind behaviour.
- _ Minor incidents e.g. failing to complete work;
- _ Poor academic performance;
- _ Lateness or truancy;
- _ Breach of school uniform;
- _ Punishing Parents' behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these contributory factors.

Length of Exclusion

The law permits the Headteacher to exclude a pupil for up to 45 days in a school year. Individual exclusions of fixed term periods should be for the shortest appropriate period possible.

Permanent Exclusion

A decision to permanently exclude a child is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed,

including use of the Pastoral Support Programme. It is also acknowledgement by the school that it can no longer cope with the child. It is not normally expected to exclude a child permanently for a one-off incident except in extreme circumstances.

If an exclusion of a single block of more than 15 days is considered the Headteacher will plan:

- _ To enable the pupil to continue their education;
- _ How to use the time to address the pupil's problems and
- _ With the LEA what educational arrangements will best help the pupil to re-integrate into the school at the end of the exclusion.

Recording Absence During an Exclusion

A pupil excluded for a fixed term period remains on roll and the absence should be recorded as authorised. Similarly the absence of a permanently excluded pupil is treated as authorised while any review or appeal is in progress.

If a permanent exclusion is confirmed, the pupil's name should be removed from the school roll on the school day: after the appeal committee's confirmation of permanent exclusion; on the expiry of the time allowed for appeals to be made or if before that, the pupil takes up a place elsewhere. Meanwhile absence should be recorded as authorised. Teachers are responsible for setting work for an excluded pupil who remains on the school roll.

Children with Special Educational Needs

The school will endeavour not to permanently exclude a pupil with a statement of Special Educational Need or a pupil going through the assessment process. The Headteacher will seek LA and professional advice as appropriate.

Procedures for Excluding a Pupil

See LA Guidelines on Exclusions <http://www3.hants.gov.uk/education/parents-info/education-exclusions.htm>

Reintegration

Integrating an excluded pupil successfully into a new school is a challenge for both school and pupil. Reintegration presents different issues for children of different ages and rapid reintegration is important. The Secretary of State expects that most primary aged pupils will be reintegrated within one term of exclusion. Should a pupil be required to be reintegrated into our school the integration programme will be carefully discussed with the INCO, Class Teacher, Parents and appropriate Governors prior to the pupil attending school. Appropriate levels of support will be provided to ensure success for all concerned e.g. extra funding for teaching assistance, adjustments to the curriculum etc.

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The school will therefore communicate policy and expectations to Parents. Where behaviour is causing concern Parents will be informed at an early stage and will be given the opportunity to discuss possible solutions. All support plans will be discussed with the Parents together with further disciplinary actions as appropriate. This positive partnership with Parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.