



Denmead Junior School
Behaviour for Learning and Relationships Policy

Responsibility for Document:	HT/SLT
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This policy is to be read in conjunction with the Governing Body Written Statement of Behaviour Principles, Vision Statement and Teaching and Learning Policy as together they establish the general ethos of the school. Please also refer to the Home/School Agreement, and our policy on Special Educational Needs and Disability, our Suspension and Exclusions Policy and our Anti-Bullying Policy.

At Denmead Junior School, we strive to create a growth mind-set for all our children by using growth mind-set language and behaviours. This encompasses all interactions, between pupils and staff, amongst staff and amongst pupils. In particular, we promote the Learning Powers of resilience, self-improvement, co-operation, curiosity and concentration. In everything that we strive to do and the way that we do it, we promote, model and teach the children the values held within our Vision Statement (Inclusive, Authentic, Aspire for Excellence) and the School Rules.

Introduction

This policy follows the government guidelines set out in:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> and relates to the Equality Act 2010, the Education Act 2002 and the Education and Inspections Act 2006.

Denmead Junior School believes that good behaviour is essential in maintaining a safe, purposeful and happy school, where all children feel secure and have respect for themselves and for others. We acknowledge that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm and safe learning environment in which each child is able to develop their skills, talents and experience success.

Pupils have the right to learn in a classroom free from disruptive behaviour, to know what is expected of them and to receive positive recognition and support. They have the responsibility to follow school and class charters for behaviour and learning and not to disrupt the learning and safety of others.

All staff have the right to work in an environment where they are treated with respect by pupils and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both staff and pupils that every child is different.

AIMS of this policy are to:

- Promote high standards of behaviour across the school and provide a consistent approach to effective behaviour management.
- Promote a therapeutic approach to behaviour management through compassion, empathy, kindness and fresh starts.
- To create a culture of high expectations and high standards of behaviour but one that shows the children love no matter what they have done.

- Promote teamwork and a sense of belonging through class and playtime charters and shared expectations of behaviour.
- Communicate the school's procedures regarding behaviour to parents, staff, pupils and governors.
- Ensure that our approach to behaviour management is firm, fair, easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and follow the school's procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Promote Restorative Justice approaches to investigate and resolve behaviour incidents between children and keep relationships at the heart of everything we do.
- Promote effective sharing of information to ensure that smooth transition arrangements are made between infants and the junior school; within years at the junior school and to secondary schools.
- Provide all staff with support and training to help promote positive behaviour throughout the school.

Principles

Pupils are expected to behave well at all times. Specifically, staff should:

- Ensure that all children are treated according to their needs and that at all times the approach is fair.
- Reinforce and reward good behaviour in a positive way.
- Ensure children are listened to and their opinion valued.
- Help children to understand that they are responsible for their own actions.
- Help children to understand how their behaviour affects others.
- Ensure that all children are given the opportunity to receive praise and rewards for their good behaviour and achievement.
- Give children positive encouragement to tell the truth, they must be able to learn from their mistakes.
- Discuss children's actions with them, give them a warning using the emotion coaching language scripts and ensure they know the sanction should they continue to display the behaviour. All sanctions will be carried out.
- Recognise how their emotional state and language can influence a child's behaviour.

School rules

In order to create a caring and stable environment in which every child can live and work, it is important that they understand the boundaries of acceptable behaviour. For this reason, the rules of the school are kept simple, but non-negotiable.

The school has three rules:

- **Always show respect; to each other, to school property, to the environment and to yourself.**
- **Always follow adult instructions; in order for you and others to stay safe and learn.**
- **Be the best that you can be!**

Each class will agree on a classroom code of behaviour. This is a charter that the children will discuss and review through lessons every term or as needed. The charter is referred to during the school day and displayed in the classroom. It will be reviewed every term or as needed. Children's understanding of the expectations around behaviour will be a progressive teaching and learning experience from year 3 through to year 6. However, classroom expectations will be broadly consistent with the following to ensure fairness and continuity.

- **Be polite.**

- **Be kind.**
- **Respect the school and everything in it.**
- **Listen carefully.**
- **Be calm.**

In addition, the School Council will draw up and regularly review a charter for behaviour for playtimes, lunchtimes and whilst outside of school. This will be promoted during assemblies and displayed in prominent places around the school, including outside. They include the following:

- **Walk around the school- don't run.**
- **Opening doors for others.**
- **Put litter in the bin and be aware of caring for the environment.**
- **Show respect for the zone leaders and the play equipment.**
- **In the dining hall, eat quietly, remembering table manners and putting rubbish in the bins.**
- **Keep our Forest School and Outdoor Classroom tidy.**

Uniform expectations are outlined in our policy and should be followed at all times.

Pupil Voice

Pupil voice is another key area in promoting excellent behaviour. Our pupils have lots of opportunities to share their views and opinions. There are valued roles in the school for pupils to apply for and make a key contribution to our school. These roles are:

- EARA team (Equality and Rights Advocates)
- House Captains
- School Council
- Zone Leaders for lunchtime
- JRSOs (Junior Road Safety Officers)
- Eco Team
- Young Librarians
- Young Gardeners
- Young Safeguarding Group
- Young Mental Health Ambassadors

Incentives

Intrinsic rewards offered by high self-esteem, on relationships based on mutual respect and a stimulating curriculum are the ideal incentives. However, tangible rewards will recognise and regularly celebrate all forms of social and academic achievement. All children need to receive regular praise and encouragement.

At Denmead Junior School, we have a series of rewards offered to promote good citizenship, effort and attainment. These are:

Recognising individual success at a whole school level:

- Children receive a certificate (one child per class) during our weekly Celebration Assembly if they have demonstrated the school value of the week. Following this, their photo is taken and added to the 'Hall of Fame' display board and the value tree in their classroom.
- Worker of the week - the class teacher nominates one child who has demonstrated one of the Learning Powers of the week and they receive a certificate in the Celebration Assembly. This is in accordance with our vision statement linked to promoting positive growth mind-sets.
- In addition, children who are achieving outside of school with external agencies – e.g. sports, music, drama, Scouting/Guiding are also recognised in the Celebration Assembly.

There may be additional certificates related to specific events e.g. Holiday Reading Challenges.

- End of Year Awards - each year, two children from each year group are selected to receive a trophy for being an outstanding member of their year group.
- In addition, a child from Year 6, who has progressed academically and been an asset to the school, is chosen for the Head teacher's Award - awarded at the end of year assembly.
- End of Year Values – at the end of the year, one child from each year group who has exemplified all our school values every day, will receive a reward in the end of year assembly.

Parents/Carers will be invited in to share these successes during the assembly.

- Each week in assembly, class attendance is discussed and celebrated. The class with the highest attendance is awarded the Attendance Cup and receives an additional 5 minutes to one of their break times.

Recognising success as individuals and teams

We run a team point system throughout the school to celebrate individual effort and success and to build co-operation and collaboration amongst the children:

- Children are in teams (Anmore, Barn Green, Kidmore and Anthill) and earn points for their teams.
- House points are earned individually for demonstrating the learning powers of: Resilience, Self-Improvement, Co-operation, Curiosity and Concentration and our three core values.
- Each week the house points for the week are totalled and celebrated at the weekly Celebration Assembly and the House Cup is awarded.
- The team that wins the most times over the half term is rewarded with a non-uniform day along with a raffle ticket in a box which could result in a prize at the end of each term.
- Golden Lunch: The lunch staff are asked to choose one child from each class who has shown our school values at lunchtime. These children are invited to cook and eat a special Golden Lunch with our ELSA on a Friday.

In addition, exceptional work and achievement is often shown to the Head Teacher/Senior Leaders and the children are awarded a Head teacher wristband/sticker.

Teachers will actively promote regular positive feedback to parents when their child has worked particularly hard, overcome a difficulty, reflected the school's vision statement well or shown a marked improvement in an area of their development. This will either be via telephone calls at the end of the school day or on the playground face to face.

Recognising success as a class:

- 'Going for Gold Learning' reward chart in all classes - each child starts on bronze and during the day they can, through great learning including using their learning powers, move up to gold for exceptional effort. Once the child reaches gold, they are rewarded with a gold sticker. This is recorded on a class chart.

Going for Gold rewards:

- Once a child receives 20 gold stickers on the class chart, they receive a gold certificate and badge in the Celebration Assembly.
- Autonomous Class Awards - stickers, trophies and small rewards are developed by classes at the discretion of the teacher to promote positive behaviour.
- Marble Jars: each class can earn up to 30 marbles in their class reward jar and these can be earned through whole class work, effort and behaviour and will result in a whole class reward.

Behaviour for Learning

Any system of consequences must start from the assumption that effective planning for teaching, learning and behaviour has taken place to help create a positive climate for learning. The following strategies and structures are designed to support the work of adults in the school of maintaining that

climate and managing instances of unwanted behaviour by pupils. When using any of the formal procedures for behaviour management it is vital that their use and the reasons for it are explained. Any response to unwanted behaviour needs to be realistic, proportionate to the action and, most importantly, at the minimum level required to affect the changes we want. At all times staff are empowered to act in accordance with their professional judgement and use a restorative approach.

Behaviour for Learning and behaviour management

Behaviour for Learning is a fair system, where behaviour expectations are clear and easily understood. All behaviour expectations are based upon inclusion, common sense, mutual respect, and a desire to work hard and learn effectively in a safe and happy environment. At Denmead Junior School, there are only consequences to actions. Everyone has choices. If a pupil makes the wrong choice, then they will do so in the clear understanding that their action will bring about a consequence. The consequences in our school are simple, easily understood and calmly and consistently applied, and are used in line with school policy. Behaviour management is the responsibility of all adults who work in the school. The key to improving behaviour is to recognise and manage a change in emotional regulation and reward good behaviour when it happens.

We take an emotion coaching approach that promotes healthy brain development while dealing with behaviour in the moment. It also provides a narrative for connecting feelings, thinking and behaving. Emotion coaching three steps:

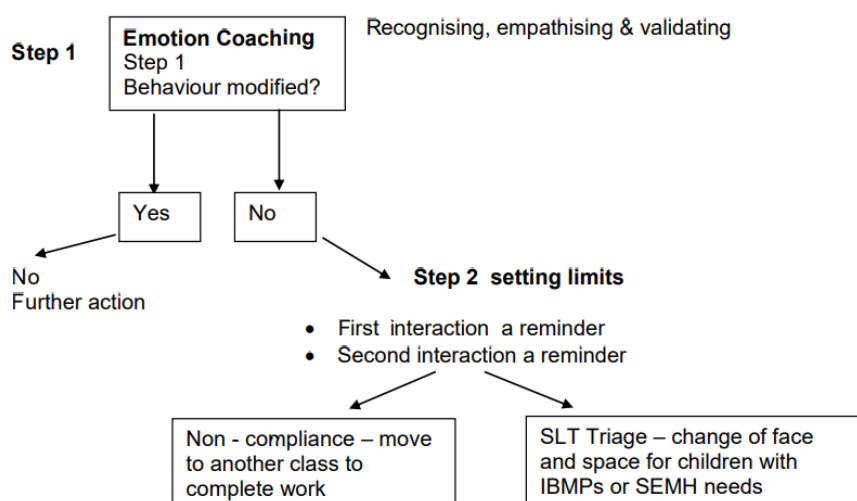
Step 1- recognising, empathising and validating with the child

Step 2- building rapport and setting limits on behaviour

Step 3- problem solving with the child

We use a combination of rewards and sanctions and emotion coaching. Emotion coaching helps to develop a child's internal framework for regulating their emotions. Rewards and sanctions then support and reinforce behaviour. We use the following process if a child is still unable to regulate their behaviour.

Behaviour management Approach



At each of these stages, an emotion coaching script will be used. This will identify the emotion causing the behaviour and it will offer the child a strategy that can be used to support e.g. *'I can see you are feeling frustrated because you have started to bang your pencil. Why don't you use.....'*

Stage 1: In the classroom, if a child fails to follow an expectation, a verbal warning will be given quietly to the child. They will be reminded once again with the offer of the regulation corner/ Triage in HT office for 5 minutes to regulate.

Stage 2: If this is repeated for the third time, and the option of time in the regulation corner or time to regulate in Triage in the HT's office is not accepted by the child, this will result in the child being sent to their paired class with their work until the end of the session or to the HT's office for those children who will not manage in a paired class. A restorative conversation will be led by the class teacher following this step at a convenient time.

Stage 3: Restorative work and problem solving with the child.

If the poor behaviour continues, they will be sent to the Headteacher. In the event of physical violence towards another child or adult or abusive/inappropriate language, the child would bypass the warning stage.

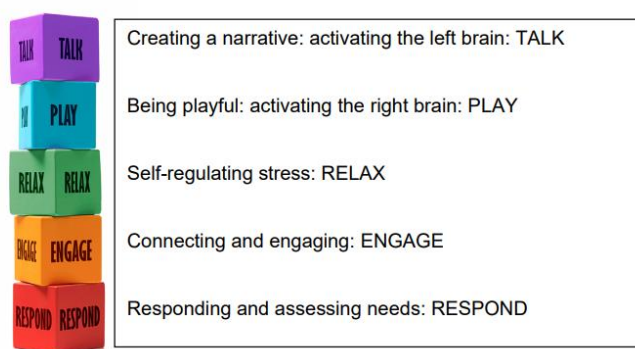
HT/SLT will contact their parents at the end of the day or sooner if required. The following sanctions may be issued:

- Internal Suspension
- Lunchtime reflection time
- Lunchtime detention
- Suspension from school

A restorative conversation would be initiated to support the child in understanding their behaviour and the impact it has caused. Strategies for them to use next time they need help will also be discussed. This would involve the class teacher, the child and the parents/carers. This will be recorded on CPOMS and an individual behaviour response plan if required.

Regulate card and Triage (to be used in stages 1 and 2)

Teachers may ask for support through the use of a regulate card depending on the incident. The member of Senior Leadership Team will provide support by providing the child with a change of environment and a time to regulate emotions using the Five to Thrive model. This model uses positive relationships as the key to developing self-regulation and communication skills as a way of building emotional resilience in our children. Once calm and returned to the class, teachers will choose an appropriate time to discuss the issue and offer advice and strategies moving forward.



Trick Box

As part of the curriculum we use a resource called Trick Box to teach children practical strategies to regulate their emotions. These 'tricks' are presented as small cards as a reminder and the strategies are taught in class as part of short PSHE sessions. It begins with the introduction of six trick cards in and builds year on year as they move through the school with developmentally more advanced strategies in line with pupil maturity. Every classroom has a Trick Box display with a regulation/calm corner underneath.

Zones of Regulation

To ensure the students in our school are emotionally literate and able to explain their thoughts and feelings, each class will use the zones of regulation and a regulation/calm corner. The use of these zones of regulation underpins our behaviour policy by helping children to understand and regulate

their emotions so that they are in an appropriate state to make correct choices regarding their behaviour and learning attitudes.

These are split into four colours, as follows:

- Blue zone (Rest): low state of alertness and feeling down. This includes feeling sad, tired, sick or bored.
- Green zone (Go): a calm state of alertness. This includes feelings like happy, focused, content or ready to learn.
- Yellow Zone (Slow Down): a heightened state of alertness and elevated emotions, with some control. This includes feelings like stress, frustration, anxiety, excitement, silliness or nervousness.
- Red Zone (Stop): extremely heightened states of alertness and intense emotions. This includes feelings like elation, anger, rage, devastation or terror.

We will introduce these zones through assemblies, discrete lessons in the first weeks of the school year and through our PSHE curriculum. Each classroom will have a zones of regulation display near to their Trick Box display and regulation corner. Children will be given the opportunity to identify how they are feeling or 'check in' by interacting with the display to the relevant colour. This will allow others to support the children as needed.

Some children will have their own personal 'Zone Boards' where they have individualised words and regulation strategies as a reminder for when they are dysregulated. Adults are encouraged to identify their own feelings using the 'Zones' language in front of the child (e.g. 'I am frustrated. I think I am in the yellow zone. I am going to....to help me regulate.')

In the playground

For any breaches of the playtime and lunchtime charter then children will either be asked to sit out or cool down for a short while on a bench or the child receives a lunchtime detention, depending on the nature of the incident. Whole lunchtime detentions run for ½ hour, and are led by SLT members on a rota basis.

Denmead Junior School operates a zero tolerance on deliberate, hard physical contact and abusive language. If a child is seen or heard by an adult breaching these 'rules' then:

- At playtimes and lunchtime: they will be sent to the calm-down bench and then the following day, they will receive a whole lunchtime detention.
- These incidents are recorded the school's recording system (CPOMS).
- Children receiving a sanction, will be asked to complete a behaviour reflection log.
- SLT will review the data every term and feedback to the lead Senior Lunchtime Supervisor, relevant class teachers and governors, which may result in changes to the organisation and facilities at lunchtimes.

Other consequences

Other sanctions may apply to individual situations including the loss of school privileges e.g. taking part in school clubs, the withdrawal of positions of responsibility within the school e.g. House Captains, Librarians etc., and taking part in school trips. The Head Teacher only will make these decisions.

Behaviour Response Plans

At Denmead Junior School, we recognise that a whole-school approach to behaviour does not work for all our children. Although we consistently have high expectations for all our pupils, for a select few with more extreme behavioural needs, adaptations are needed, as well as alternative approaches including trauma informed strategies, to ensure we are providing them with the best possibilities to strive and progress. For these children, we have behaviour response plans. These are tailored for each child, using a multi-agency approach and use targets from the PBS (Primary Behaviour Service) Six Strands document. They are designed to inform all adults working with the child of their specific needs, triggers and areas for support. Through sharing this information and reviewing these regularly with the child, SENCO, teachers, outside agencies and parents, we ensure that we are supporting all our pupils in the best possible way.

Serious behaviour incidents

In the event of a serious behavioural incident, the Head Teacher, Assistant Head Teachers or a member of the Senior Leadership Team will be informed immediately to provide support and deal with the incident. Where possible, the child involved will be removed from the situation. However, if this is not possible, the class teacher will vacate the area and take the class with them. In the case of allegations, the Head Teacher will conduct a thorough investigation, ensuring there is appropriate support in place for both the staff member and the pupil. If the allegation is malicious, Restorative Justice will be used along with methods to repair the harm done to the relationship including appropriate sanctions for not telling the truth.

Extreme/persistent inappropriate behaviour will result in internal isolation.

Physical aggression towards a member of staff/pupil will result in suspension from school.

External Exclusion

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up-to-date recommendations.

Reporting

All behaviour is reported on CPOMS in order to track a child's behavioural patterns. All reports are actioned by a member of SLT.

Bullying

Bullying is not tolerated at this school. If a report of bullying is made, the teacher and SLT will investigate thoroughly and deal with this in an appropriate manner. Parents will be called in serious incidents. All incidents are reported on CPOMS and must be actioned by a member of SLT. Dedicated lessons for anti-bullying are regularly taught through our PSHE curriculum in all year groups and through our dedicated Anti-Bullying week, including awareness to online bullying.

Mobile phones

Mobile phones are not allowed in school, and should be handed into the office for safe keeping and collected at the end of the day following the procedure set out via a signed permission slip. The pupil must put the phone in their bag or pocket and not get it out on view until they have left the school premises.

ELSA and Thrive

ELSA and Thrive sessions are made available where appropriate.

Racist incidents and prejudiced language

Racist language and prejudiced language are not tolerated at the school. These incidents reported are brought straight to the Head teacher. The Head teacher will investigate the incident. Parents will be called and the relevant incident form will be completed for Hampshire and recorded on CPOMS. All incidents are to be reported on CPOMS and must be actioned by SLT. The annual Hampshire return is completed.

Child-on-child abuse

Any incident in which one pupil harms another must be considered by the DfE and KCSIE guidance for child-on-child abuse. This includes, but is not limited to, sexual abuse, sexual coercion, bullying and online risks. In the event of a serious incident, the school will consider a wide range of options, in line with Hampshire expectations and support from the Local Authority. These are recorded on CPOMS.

Searching, screening and confiscation

If we were to have an incident where confiscation or a search was necessary, we will follow the guidelines below:

<http://www.gov.uk/government/publications/searching-screening-and-confiscation>

Physical intervention

Physical intervention is only used to prevent a pupil from committing a crime, injuring themselves or others, seriously damaging property or behaving in a way which might seriously threaten good order and discipline at school. The actions that the school takes are in line with government guidelines on the use of physical force which can be found at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.

For vulnerable children whose behaviour may indicate complex or un-met needs, which may need to be managed in a school setting with physical intervention in order to keep everyone safe, a risk assessment will be completed by school staff with the Inclusion team and shared with parents.

Suspensions and Exclusions

The school follows Government guidelines on suspensions and exclusions:

<https://www.gov.uk/government/publications/school-exclusion>

At Denmead Junior School, we understand that a period of suspension can be a very upsetting, difficult and worrying time for you and your child. A suspension will only occur in response to serious or persistent breaches of the school's behaviour policy and also where allowing the children to remain in school would seriously harm the education and welfare of the child or others in the school.

Suspension= where a pupil is temporarily removed from the school.

Permanent exclusion= means that a pupil is not allowed to attend school or go onto the school premises permanently.

The Head teacher or their nominated member of SLT, will let you know immediately if a suspension or a permanent exclusion is issued. This may be by phone call or you may be requested to come in for a meeting in the school. As part of this conversation, you will be told the length of the suspension and the reason for it. We will also discuss the next steps after the suspension ends. If the child has a social worker or is looked after, the social worker will be informed immediately and/or the VSH.

Work will be set by the school for your child to complete at home during the first five days of the suspension. You will be invited in to attend a re-integration meeting with your child on their first day back after the suspension ends. This will be to discuss why the suspension was issued and to help set targets/strategies for the child to use to ensure suspensions are prevented in the future. You can also

support this by keeping in regular contact with your child's class teacher and attending any future meetings that you are invited to with your child.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Head teacher to discuss your concerns and ask them to reconsider.
- Asking the school governors to review the decision.

Further advice and guidance

Please refer to our DJS Suspensions and Exclusion policy for more information and guidance on the above.

We follow the Hampshire guidance - Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>

Department for Education and further advice:

- Schools Suspensions and permanent exclusions
- Guidance for parents, schools, governors and local authorities on behaviour and attendance.

Other useful contacts:

- Equality Advisory Support Service: 0808 800 0082
- SEND and disability tribunal: 01325 392760

Off site and out of hours' activities

The school's behaviour policy applies when children are taking part in day and residential visits, attending after school clubs and other out-of-hours activities organised by the school or when representing the school in off-site activities.

The school reserves the right to refuse permission for any child to participate in these activities if it is considered that their behaviour will disrupt the learning of others or jeopardise their own safety or the safety of others. If teachers are concerned about a child in this respect, they are expected to discuss the situation with the Head Teacher who will make an informed decision and notify parents.

In addition, it covers behaviour in the immediate environment of the school e.g. in the car park or on their way to/from school and when off-site behaviour could have repercussions for the orderly running of the school, or where behaviour poses a threat to another pupil or member of the public or could affect the reputation of the school. (e.g. use of portable or gaming devices to send unpleasant or threatening messages out of school hours to others.)

The school will work closely with parents and the community to promote positive behaviour in these environments and to work with parents on sanctions for negative behaviour.