

POSITIVE BEHAVIOUR POLICY

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INTRODUCTION

This policy is to be read in conjunction with the Mission 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 policies on Anti-bullying, Special Educational Needs, Personal Development Learning Policy and the Governors Statement: Behaviour Principles.

At Denmead Junior we strive to create a growth mind-set for learning and life 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 addition, we promote the Learning Skills of Resilience, resourcefulness, reflection and reciprocity. In everything that we strive to do and the way that we do it, we promote, model and teach the children the values of Friendship, Understanding and PRIDE (Preparedness, Respect, Inspiration, Determination and Excellence).

Denmead Junior School believes that good behaviour is essential in maintaining a secure, safe and happy school. 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

- Promote high standards of behaviour across the school and provide a consistent approach to effective behaviour management.
- Promote teamwork and a sense of belonging through class and playtime charters and shared expectations of behaviour.
- Communicate the schools' 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 schools' procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Promote Restorative Justice approaches to investigate and resolve behaviour incidents between children.

PRINCIPLES

Pupils are expected to behave well **at all times**.

- Each child is valued as an individual.
- Positive praise is our primary tool for behaviour management.
- Children are listened to and their opinion valued.
- When dealing with behavioural issues, it is important to separate the behaviour from the child.
- Children should be given warning about their behaviour and the consequences prior to a consequence being applied.
- Staff will ensure that children understand the reasons for the consequence.
- Children need a 'fresh start' once their behaviour has been dealt with.
- Confrontations should be avoided. Pupils should be given limited choices and offered a 'way out' to avoid escalation.
- The rights and dignity of each child must always be recognised and respected.
- All staff will model appropriate behaviour in all circumstances.
- Humiliation and sarcasm is inappropriate.
- Shouting usually only escalates a situation and should only be used if children are in danger.
- Behaviour is a shared responsibility and we work in partnership with parents. Staff will actively seek their support and keep them informed.
- Incidents of violence, verbally aggressive, bullying, racist and defiant behaviour is not tolerated and will be dealt with by all staff and reported to Senior Leaders.

SCHOOL RULES

Each class will agree on a classroom code of behaviour using the RRR (Rights, Respect and Responsibilities) framework based on the children's own contributions. 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 prominently in the classroom.

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

REWARDS

Recognising individual success at a whole school level:

Children receive a certificate of Learning or Achievement (one child per class) during our weekly Celebration Assembly who:

- have put in effort to overcome barriers in any aspect of their school life
- demonstrate specific learning skills
- demonstrate the school values

This is in accordance with our mission statement linked to promoting Growth Mindsets.

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.

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 skills of: Resilience, Resourcefulness, Reflection, Reciprocity and the values of Friendship, Understanding, Preparedness, Respect, Inspiration, Determination and Excellence.
- Each week the house points for the week are totalled and celebrated at the weekly Celebration Assembly
- The team that wins the most times over the half term is rewarded with a non-uniform day

In addition, exceptional work and achievement is often shown to the Head Teacher/Deputy Head/Senior Leaders.

Teachers will actively promote regular positive feedback to parents when their child has worked particularly hard, overcome a difficulty, reflected the school's mission 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:

Whole class rewards build towards a 'bonus break' each week, which is a maximum of 15 minutes. Classes collect up to 15 stars each representing a minute. Classes can decide how they spend their bonus break and whether they want to 'bank' the time to build towards a particular special class activity e.g. additional art or games sessions. This class activity would be agreed from a list of suitable activities e.g. additional ICT time, additional art time, class games, parachute games etc. (It is not class parties, watching a film - unless linked to a topic, or wearing non-uniform).

CONSEQUENCES: Supporting children to make the right choice

The majority of children at this school behave with consideration for others, however there will be occasions when children push the boundaries of acceptable behaviour and it is of paramount importance to deal immediately with the few that challenge these boundaries so that everyone is safe and able to continue their learning and also to bring about rapid improvements to their choices of behaviours.

For times when children choose not to behave as agreed there is a sanction system based on modelling good behaviours for children, giving choices and discussing their responsibility, consequences and impact of their actions. This system was developed involving all staff and children and is regularly reviewed by the Senior Leadership Team. The procedure follows a traffic light system.

In the classroom - Traffic light system:

- All children begin on green at the start of the day.
- A verbal warning is given for behaviour that are not in line with the agree classroom charter
- If behaviour continues, child's name is moved to orange. Consequence: child misses 5 minutes of the next breaktime, whether this is first breaktime or lunchtime.
- If behaviour continues, child's name is moved to red. Consequence: child misses all of breaktime or 15 minutes of lunchtime.
- Every day is a fresh start and all children begin on green. For those children who were on orange or red at the end of the previous afternoon, they carry out their sanctions at first break.
- For those children who are on red twice in one week - Consequence: the class teacher will phone home to inform their parents/carers.

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. Lunchtime detentions run from 12.30-1.10, and are led by class teachers 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 lunchtime: they will be sent in to detention and miss the remaining lunchtime.
- At playtime: they will sit out on a bench for the remainder of the playtime.
- These incidents are recorded on information sheets (detention book and MDS note and log books)
- The Deputy Head reviews the data every 3 weeks and feeds back relevant class teachers, Senior Leadership Team and governors.

* There will be times when the adult will have to apply these sanctions to individuals based on reports from other children as no adult was present. In investigating the incident adults will be mindful of the events that led up to the undesired behaviour (the 'antecedent') e.g. 'winding up' behaviour of others.

There will also be times when children not directly involved in an incident may be asked to 'cool down' either outside or inside as the number of children gathering around an incident needs to be dispersed.

At all times the processes and procedures used will be based on Restorative Justice. This approach builds an awareness and understanding of the harm that has been caused by any perpetrator and the need to repair the harm by the perpetrator(s). Please see the appendix for further information.

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.

For children who are repeatedly finding following the school charters on behaviour difficult and who are often carrying out the same consequences, it is clear that these consequences are not bringing about the necessary improvements in their behaviour. The class teacher will therefore set up an individual behaviour management plan in consultation with Senior Leaders, the Inclusion Leader/SENDSCO and the child's parents. The plan must include behaviour targets which are smart – i.e. specific, measurable, achievable, realistic and timely and must be set up so that other children are not encouraged to misbehave in order to be 'rewarded' with the 'attention' of an individual behaviour plan. If there is no improvement in behaviour following these interventions the advice of outside agencies (e.g. Behaviour Support) will be sought.

SERIOUS BEHAVIOUR INCIDENTS

At Denmead Junior School these include:

- Fighting
- Biting, kicking, hitting and spitting
- Abusive language and swearing
- Stealing
- Racist and other abusive (e.g. homophobic) comments or behaviour
- Defiance - disobedience to a reasonable instruction from an adult in school
- Damaging property
- Bullying

In the event of a serious behavioural incident, the Head Teacher, Deputy Head Teacher 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.

PHYSICAL INTERVENTION

Physical intervention is only used to prevent a pupil from 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 and Hampshire County Council guidelines on the restraint of children.

EXCLUSION

Exclusion will 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.

The school follows Hampshire County Council guidelines on exclusion:

- In cases of repeated serious misbehaviour a child may be excluded for a fixed term. (In most cases this route will only be taken after all other procedures and strategies have been followed).
- A child may also receive fixed term exclusion if the Head Teacher judges a single incident to be serious enough for the child to be immediately excluded without prior strategies being employed. Examples of this may include physical violence to a member of staff or pupil, drug use, inappropriate use of the internet, extensive vandalism to school property.
- Only the Head Teacher and Deputy Head Teacher (in the absence of the Head Teacher) has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any school year.
- Children at risk of permanent exclusion (i.e. those who have already received a number of fixed term exclusions) should have a Pastoral Support Plan in place following involvement from the County's Behaviour Support Service and Exclusions Team.
- The Head Teacher may also exclude a pupil permanently.
- It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head Teacher excludes a pupil, s/he must inform the parents immediately, provide reasons for the exclusion and information on how to appeal against the decision to the governing body in a formal letter. At the same time, the Head must inform the Chair of Governors (copy to Clerk to Governing Body) and Hampshire County Council.

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.

THE JOURNEY TO AND FROM SCHOOL

When pupils are travelling to and from school, they are wearing school uniform and are therefore representing the school. Inappropriate behaviour occurring during these times can impact on the children's safety, the reputation of the school and may influence the children's behaviour in school. Therefore the school considers that this behaviour policy still applies and the staff will work in a partnership with parents to resolve any problems.

When an incident is reported to the school about inappropriate behaviour occurring whilst a child is travelling to and from school, the school will:

- Investigate the incident.
- Inform parents and agree a way forward.
- Depending on the nature of the incident parents may be asked to collect their child from reception at the end of the day for a specified period of time.
- Involve the Community Police Support Officers if appropriate.

BULLYING

'Bullying is deliberate, repeated harassment or aggressive acts, which cause hurt to one another. The hurt can be either physical or psychological inflicted by one person or a group. Bullying can be in the form of racial and sexual harassment, name-calling, teasing, taunting, physical abuse, rude gestures, intimidation, extortion.' (see Anti-Bullying Policy).

The school will take seriously all concerns over bullying and reported incidents will be investigated. In cases of genuine bullying the Head will ensure that parents, class teachers and pupils are involved in setting a way forward for eliminating the behaviour and supporting all the parties concerned.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Supporting the principles of behaviour management as set out in this policy.
- Sharing the responsibility of establishing guidelines outlined in this policy and supporting the Head in administering them.
- Regularly reviewing the effectiveness of the policy and guidelines.
- Ensuring that County procedures are followed in matters of exclusion.

The Head Teacher and Deputy Head are responsible for:

- Actively promoting the principles of behaviour management.
- Implementing this behaviour policy and reporting to governors.
- Informing pupils and parents about the school rules and procedures.
- Discussing serious behaviour problems with parents.
- Authorising exclusions (fixed term or permanent) for serious acts of misbehaviour.
- Ensuring that County procedures are followed in matters of exclusion.

The Inclusion Leader/SENDSCO is responsible for:

- Following the agreed principles of behaviour management.
- Monitoring the consistent application of the policy by regular discussion with class teachers, and by checking behaviour records.
- Tracking the behaviour of individual pupils and look for patterns in behaviour.
- Providing advice on behaviour matters to staff.
- Ensuring that individual behaviour management plans (where applicable) are in place and effective.
- Liaising with outside agencies where appropriate.

Senior Leaders, Class teachers, Learning Support Assistants are responsible for:

- Following the agreed principles of behaviour management.
- Implementing the behaviour policy and guidelines consistently and fairly.
- Responding to behaviour incidents in a calm and controlled manner.
- Modelling and teaching children how to behave.
- Ensuring that individual behaviour management plans (where applicable) are in place and followed where appropriate.
- Implementing the school's PSHCE programme to develop pupils' emotional and social skills.
- Communicating with parents regarding behaviour concerns.
- Keeping behaviour records up to date and informing the Leadership team where appropriate.
- Evaluating their own practice regarding behaviour management and where appropriate changing practice.
- Seeking advice where appropriate.

Mid-day Supervisory Assistants are responsible for:

- Following the agreed principles of behaviour management.
- Implementing the behaviour policy and guidelines consistently and fairly.
- Responding to lunchtime incidents in a calm and controlled manner.
- Implementing the behaviour policy and guidelines consistently and fairly.
- Liaising with other staff to communicate behaviour concerns or specific incidents.
- Referring more serious behaviour incidents to the leadership team, where appropriate.
- Modelling and teaching children how to behave during lunchtimes.

Parents/Guardians are responsible for:

- Supporting the school's Behaviour Policy.
- Adhering to the home/school agreement.
- Working with the school to solve any problems concerning their child's behaviour.

APPENDIX 1: DJS Guide to Restorative Justice

Please refer to the separate attachment: App 1 Restorative Justice Parent Leaflet