

Bishop's Waltham Junior School

BEHAVIOUR POLICY

We believe the behaviour of pupils at Bishop's Waltham Junior School is 'Outstanding,' however we also deem it important to have set procedures and guidance in place in order to ensure a consistent approach.

Aims and Principles

- Establish a firm, consistent and widely understood code of behaviour.
- Create an orderly, secure, safe and productive learning environment.
- Build positive and caring relationships.

Our Values

At Bishop's Waltham Junior School we believe that a clear set of values should underpin all our relationships and activities. We accept our responsibility, in partnership with parents, to promote the development of these values in our children. We acknowledge that people will develop values at different rates and that we all need to set a positive and consistent example that both challenges and encourages personal development. The school's values statement **places positive expectations upon all children** to act **courteously** and **considerately** and links closely to the school's commitment to teaching about Rights, Respect and Responsibilities (RR and R), based on the UN Convention on the Rights of the Child.

Our conduct values encourage children to:

- Show **kindness** by being polite, gentle and helpful towards others
- Show **responsibility** by working hard and caring for property/environment
- Show **honesty** by being truthful and fair
- Show **respect** by listening well and treating others equally
- Show **courage** by upholding values even when it is difficult.

Our learning values encourage children to:

- **Participate** fully in a rich variety of learning activities linked to the wider world
- Be a **creative** learner by discovering their own ideas and solutions
- Learn to overcome obstacles and to make progress through **perseverance**
- Learn to meet the challenges of learning with a **positive attitude**
- Develop **thinking** skills so that they learn with increasing confidence and independence.

Our Principles are:

- Behaviours are learned responses and are influenced by the person's environment. **They can, and do, change.**
- Positive approaches that focus on highlighting and rewarding appropriate behaviour are more effective than those that focus on simply punishing unacceptable behaviour.
- A consistent approach is essential for children to feel secure. Staff need to work together to raise standards and solve problems. Parents/carers are partners in the process of promoting social and emotional development. All members of the school community need to be familiar with the school's policies, procedures and practices.
- Children are taught and reminded of the schools values, rules and consequences regularly, *(The class teacher reminds children of these expectations and the consequences of their behaviour choices at the start of every term. At this time the class charter is reviewed and renewed with the children).*
- Children are expected to accept responsibility for their actions and choices.
- Children develop their self-esteem and self-discipline in school through the positive expectations and support of all members of staff.
- Children feel more secure when they know and understand the **clear boundaries of acceptable behaviour** and the **consequences of choosing to break our rules and not uphold school values**. Children are explicitly told why the behaviour is unacceptable and why the punishment/sanction is being given – just as they are told why they receive praise.

School rules and expectations:

Our school values are used whenever possible to provide a framework for rewarding good behaviour and for admonishing poor behaviour. Members of staff always try to use the specific value in the communication to the child or group. In this way we expect the school's values to become an increasingly well-understood, and adhered to, code of conduct.

In order to communicate these specific value related behaviours members of staff will explain and give examples of what is expected. This is done through:

Value of the Week: Chosen weekly and introduced during the Monday whole school assembly. Appropriate behaviours linked to this value are discussed with children at various opportunities during the week, including class/year group assembly time and circle time. Although one specific value is the focus each week, **all** values still apply.

Posters: On display in every classroom and some shared areas to remind children of the school's values, rewards and sanctions and the school's Value of the Week.

Classroom rules (charter): Every class discusses and agrees the expectations of routine behaviour. These are then displayed and referred to on a regular basis. They are reviewed and revised every term.

Other rules: There are many other areas of school life such as swimming, playtime and uniform where further clear expectations are required. These are explained, as appropriate, to the children as additional rules. Attention to these relatively small but important expectations makes a significant contribution to the overall ethos and calm climate of the school and ensures a safe environment.

Our rewards and sanctions

The staff, pupils and governors have considered rewards and sanctions that are to be fairly and consistently applied. When applying rewards or sanctions to children the focus is upon the specific behaviour **not** the child's personality, reputation or general character. Members of staff are expected to use their **professional judgement**, in line with the agreed procedures and practices, to choose a level of reward or sanction appropriate to the situation. Special care is taken to avoid escalating the use of sanctions too quickly in the heat of the moment.

Our rewards for good behaviour:

All classes incorporate the following practices:

- ◇ **Praise:** Specifically linked to school values or a class target. May be communicated verbally, non-verbally, publicly, privately, personally. We aim for 3 to 1 ratio of positive comments to criticisms.
- ◇ **Small one off acknowledgements:** We share a success with another teacher, use stickers, stars and certificates.
- ◇ **Individual merit:** These are collected by individuals on their merit card and are signed off by an adult who recognises the reasons why they have been awarded. These are then acknowledged further by a certificate after every 50 merits. Generally speaking, the greater the **effort** to sustain or improve behaviour, the quicker the award. They are also recorded on the class reward chart, used to identify a team of the week in every year group (and across whole school). The Team of the Week receive special privileges e.g. extra time on the play-trail.
- ◇ **Class treat:** for especially noticeable effort in one day by an individual, group or class – at the teacher's discretion. This counts towards a 30-minute class reward (general golden time) when a class worth is collected. The number of marbles collected should be equal to the number of children in the class.
- ◇ **Value Award:** for one child per class nominated by their teacher and classmates for values shown in the week. The accomplishments of these children are acknowledged in our school achievement assembly on Friday. All children receive a postcard home and a picture is displayed the following Monday. The names (first names only) of those nominated are reported on our school blog. These children are awarded an extra play on the play trail. Children that have remained on the green traffic light (see sanctions for clarification) for a whole half term are also recognised in the achievement assembly and join the 'specials' for an extra play on the play trail.

Further optional rewards:

These may be devised by staff (or as part of an IBMP- Individual behaviour Management Plan) to encourage specific good or improved behaviour standards. These will be implemented within the spirit of this policy and tailored to meet the special needs of an individual, group or class i.e. Certificates, star/pupil of the day/week, contact with home (phone call, note or home/school book).

Other strategies to support behaviour:

- Moving class positions. -This may be enough to alleviate a child's unrest. The class teacher may change the seat that a pupil or group of pupils are sitting at. It is quite normal for pupils to be moved relatively frequently. This gives them the chance to work and socialise with different pupils. Pupils may also be isolated. This is not to be seen always as a sanction but can be a positive step to help focus the individual child to allow them to progress with their learning.
- Circle Time - This is a discussion time when the pupils either class or group sit in a circle. There are certain rules governing circle time to ensure that no child is "Put on the spot" or individual names used but also to give each child the opportunity to speak if they wish.
- Class Discussion - It may be that an incident sparks off a class discussion which can result in the problem being resolved. Alternatively, the class teacher may plan a topic for discussion that is structured.
- Class or year group assembly – This is an opportunity for issues to be addressed in a more general way, possibly through a story or drama.
- Home/School Diary - This is a jotter which the child takes from home to school and back on a regular basis. The use of this would be agreed at a meeting which has taken place with parents and teachers involved. The advantage of this diary is that positive behaviour is recorded as well as challenging behaviour. Also parents and teachers are in constant touch and working together for the benefit of the child. This may be linked to a reward system either at home or at school.

Our Sanctions: Main Aspects of Policy and Procedures:

Our list of **Unacceptable** behaviours. We expect children to **never**:

- Hurt anyone or fight with the intention to cause injury
- Deliberately cause damage/steal
- Absolutely refuse to cooperate with an adult
- Use threatening behaviour towards others
- Use abusive and discriminatory language or gestures.
- A blatant and deliberate disregard for the schools values and rules

It is our view that such incidents involving 'never behaviours' are quite wrong, whatever the circumstances and **no excuses** will be accepted. These serious incidents will be dealt with by the Headteacher directly (after discussion with the staff involved) who will then **inform the parents** of children involved. This will be through a letter or a phone call home on the same day.

All such incidents are recorded and further serious behaviour incidents **within the same half term** will be regarded as a serious breach of the school's behaviour code.

In addition to the **punishment/sanction** for their actions, children are expected to **apologise** to anybody they have treated in this way.

Our sanctions for misbehaviour:

Punishments/sanctions used as a consequence for relatively minor incidents.

The progression from one level of response to another is triggered by the repetition of inappropriate behaviour within the same school day. This is determined by the teacher, in the context of the age and maturity of the group/class of children concerned i.e. in general, more is expected of older children.

Consequences

1st step, verbal: Child reprimanded and reminded of value and the sanction if the behaviour is repeated. A warning is never given twice. This is a clear signal for the behaviour to be improved.

2nd step, name moved from green to amber on the traffic light: This results in the loss of 5 minutes of privilege time (break/lunch time). The incident is reported to management if appropriate. Missed playtime is supervised by the member of the Senior Leadership Team on duty that day.

3rd step, name moved from amber to red: If necessary child is moved away from disturbing others to a more isolated place in the classroom or another area. The child loses all their break time during which, if appropriate, any learning missed will be made up or sent as homework to be completed that night. If sent home a note will accompany the task to explain the reason to parents.

Repeated incidents of inappropriate behaviour in the same school week despite the use of the sanctions listed above, will result in a phone call home and possible further consequences:

- Removal from class for all or part of one or more sessions.
- Removal from further playtimes.
- A 'Thinking Sheet' will be completed and a discussion had with the Headteacher or Deputy Headteacher to identify how behaviour can be improved.

The child is expected to apologise for behaving inappropriately and/or for disrupting others learning.

Any child who repeatedly reaches this level will be considered for further intervention based on the school's Special Educational Needs Policy, in discussion with parents. This will usually be recorded in an individual behaviour Management Plan or a pastoral plan.

Punishments/sanctions for any 'never behaviours'

All such incidents are dealt with by the Headteacher/Deputy Headteacher and recorded. Further serious behaviour incidents in the same half term will be dealt with increasing severity.

Consequences

- Child sent to the most senior member of staff available. Removal from class lesson and/or playtime/lunchtime to discuss behaviour, to fill in 'thinking sheet' and to agree improvement targets. Children to apologise to anybody they have mistreated either verbally or in writing.
- The incident is communicated to parents on the same day (if possible by phone) - or by letter.
- If repeated in the same half term, parents/carers invited into school to discuss incident: Discuss incident or pattern of poor behaviour that is causing concern. Usually results in behaviour improvement targets and a home/school agreement or a contract.
- If no improvement in frequency or severity, child barred from lunchtime or internal seclusion (i.e. complete removal) implemented: Sends a clear signal that the child must address unacceptable lunchtime behaviour.
- As a last resort, child is excluded from school. This may be fixed term (1 to 3 days) or permanent.

Bishop's Waltham Junior School - "No Bullying" Policy

We want all our children to be free from the worry of bullying behaviours. Our behaviour policy is clear about how we encourage good behaviour and challenge inappropriate behaviour. **We aim to keep our school free of bullying by dealing positively and clearly where it occurs.**

We accept that this is not a simple task but will ensure that our school **remains vigilant and well informed** about how to face up to all forms of bullying.

Not all inappropriate behaviour has its roots in bullying and staff take great care to establish the source of all breakdowns in **relationships** between children. Children will use the term "bullying" to describe almost any wrongdoing that affects them. We have considered carefully a working definition so that the right response is given to each individual incident. This definition is widely accepted across schools and is intended to be something children can understand:

Bishop's Waltham Junior School - definition of bullying:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Particularly when :

- physical i.e hitting, kicking, taking belongings
- verbal i.e. name calling, insulting, racist remarks, sending nasty notes, teasing.
- indirect i.e. spreading nasty stories, excluding someone from social groups, nasty messages by text, email – or other networking/communication sites.

It is **not bullying** when two pupils of roughly equal power or strength have an occasional argument or come into physical contact. This is better dealt with as described in our **behaviour policy**. We all have to be vigilant that when children fall out so the situation does not drift into a **grudge**. These situations can then worsen into acts of bullying.

How we handle accusations of bullying:

- 1) **Listen** to the accounts of those involved and then act in line with our experience and best judgement on how to resolve the problem.
- 2) Apply the school's behaviour system if deemed to be an **isolated or occasional** problem between the children involved.
- 3) Sometimes there is a difficulty between children that has been developing over time and has involved **unkindness on both sides**. In these cases we will discuss and **agree actions** that the children can take to stop this and to avoid it returning. This may include a contract or friendship agreement. We will **communicate** this to parents of all concerned.

If the problem is one-sided the child or children will be punished in line with our **behaviour policy** for their actions and will be expected to apologise. Parents will be contacted and asked for their support in preventing further inappropriate behaviour. We will monitor the child's behaviour carefully and take further actions to improve any ongoing pattern of inappropriate behaviour. Counselling strategies including **assertiveness** will be offered to victims of bullying. They will be told who they should contact if they feel threatened in the future. We will contact parents and explain our support.

Advice for parents/carers when children complain of “bullying”

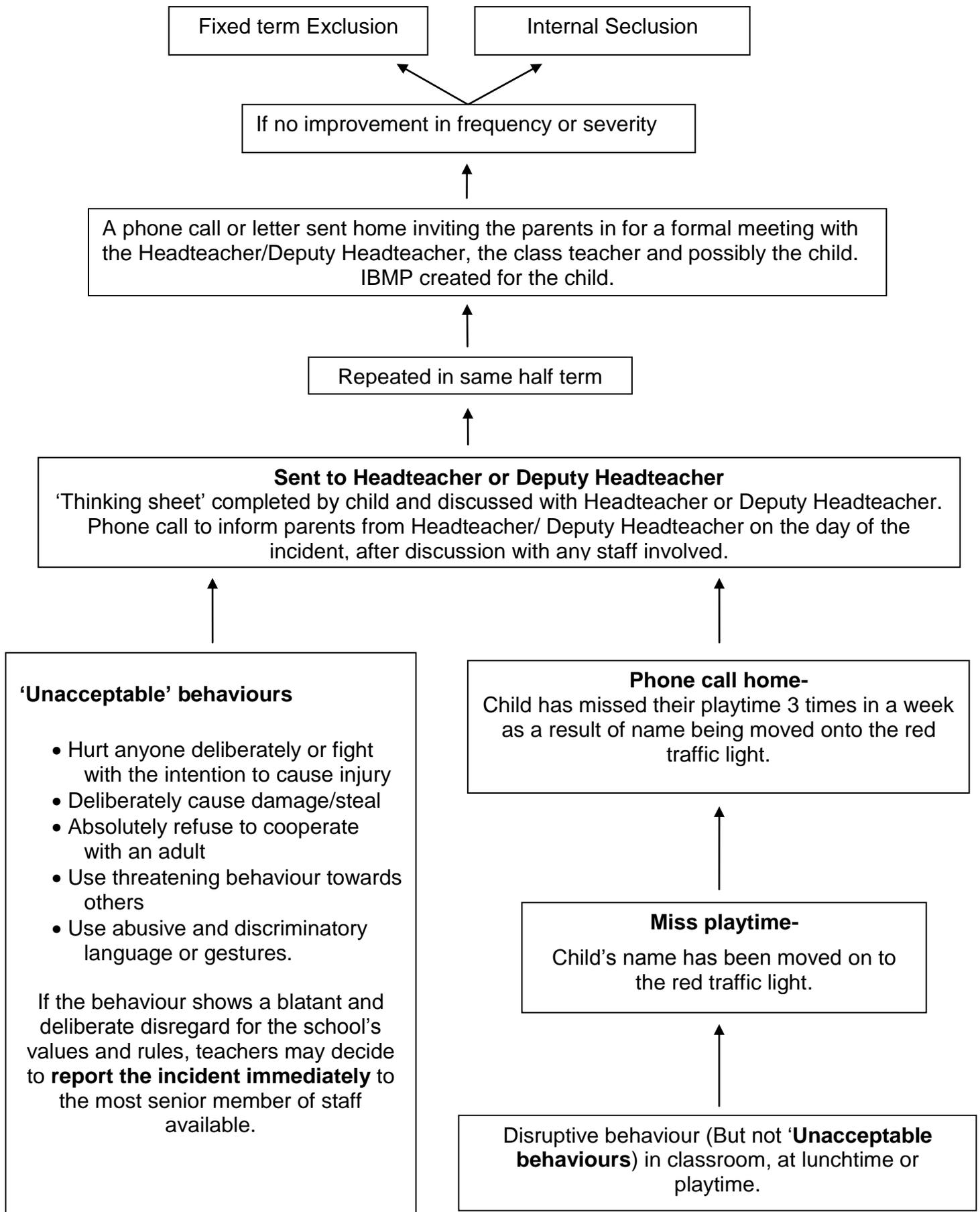
- 1) **Listen** to your child. **Find out** whether the incident was reported to the class teacher and if so what was done.
- 2) If you are in any way concerned that the class teacher may not know all the information or has misinterpreted the situation **please ring us or make an appointment to speak with the class teacher as soon as possible**. We **always** would want to know.
- 3) Never speak **directly** with children on the school site about accusations as this can lead to misunderstandings.
- 4) Please let us know any information from **outside school** that will help us to understand what has happened. For instance arguments between children or families in the community and issues at home that may be affecting children’s emotions or behaviour.
- 5) Work with us to tackle the problem sensitively and positively. We want **all our children** to be as happy as possible. The majority of difficult situations will require action from all sides if it is to be put right. This is best done if we can **communicate clearly and calmly**. There are rarely simple answers but where there are we will take them!

What we would like children to do to help keep our school free of bullying.

- 1) Treat everybody with **respect and kindness** even if they are not your friends.
- 2) Don’t hold grudges and bad feelings against people even if they have upset you. Try to **show forgiveness** to other people when they make mistakes and **say sorry** when you know you have upset someone else.
- 3) **Never involve other children in your arguments**. If asked don’t get directly involved in other people’s arguments because it usually makes situations worse. Tell your friend to talk to their class teacher. If they won’t then offer to speak up for them.
- 4) Stand up for yourself in positive but not aggressive ways by:
 - Telling people who are being unkind that you don’t want them to continue. **Warn them** that if it happens again you will tell your class teacher.
 - If your firm and calm warning is ignored let your teacher know
- 5) Always **tell the truth** and be honest when explaining what has happened. Don’t exaggerate or lie especially when telling your teacher or parent.
- 6) **Do your best to help** sort out problems that develop by working with your teacher and parents. Follow their advice even if it means not getting your own way. Be prepared to compromise where possible.
- 7) If a problem returns when you thought it was sorted out try to sort it out again. If you can’t then **tell your teacher quickly** so they can help you to stop the problem.

Staff support network: dealing with very challenging behaviour

The following chart explains how to respond to 'Unacceptable Behaviours' or the repeated breaking of school rules without signs of improvement (*i.e. less frequent and less serious over time*), despite pastoral planning (see SEN guidance)



Approaches to including children with Emotional, Social and Behavioural Difficulties

For children who regularly require sanctions on different days there will be an intervention programme based on the SEN emotional/behavioural needs system.

This will be discussed with parents/carers at the outset of the intervention programmes.

Intervention programmes are based on an initial analysis of why the behaviours occur, what the child is gaining from exhibiting them and seeks to replace them with alternatives or coping strategies. The child's negative behaviours may not be thought out but be automatic and habitual. Having been developed over long periods of time they may be difficult to alter and subject to slippage. This may show how difficult these new skills are to embed rather than a lack of commitment to change. Children need considerable encouragement to persist in their new strategies and in breaking old habits. They also require firm and clear management that refuses to accept poor behaviour and challenges children to improve.

Step 1: Use of the school's agreed approach to behaviour

Step 2: Modifications by the teacher and other members of staff directly involved

Attempts to exert a positive influence over behaviour. The parents are always informed and their views & co-operation sought. These must be logged and dated on an initial **Individual Behaviour Plan** (IBP Appendix 2).

e.g. discussions and problem solving sessions with the child, Behaviour contracts with specific targets, communication book with home, adaptations of the reward system, modifying the classroom environment, informal use of teacher assistants, contact with parents over a 2 to 3 week period.

These approaches may have to be reused following a slippage in order to further the change of behaviour for the reasons given above. A repetition of the unwanted behaviours is not, by itself, reason to escalate the intervention if it has been successful in the past. Try it again.

If successful this stage may be re-visited and used on further occasions when the child's behaviour slips. If ineffective then the direct involvement of the SENCO must be sought.

Step 3: HT/SENCO involvement leading to a Pastoral Support Plan

If having instigated the full range of intervention strategies at steps 1 & 2 the child's behaviour causes undue and frequent disruption to learning the SENCO becomes directly involved. The SENCO reviews the IBP log and considers whether there are any further steps that should be taken before assuming a greater personal role. This consists of 2 stages:

1) Initial assessment (Using Hampshire's framework)

Defining the behaviour

- When does the challenging behaviour occur and not occur?
- Where is it most likely to occur, or not to occur?
- What are the specific triggers?

Forming a hypothesis

- What short-term gains are achieved for the pupil by his/her behaviour?
- What longer-term purpose might the pupil be trying to achieve?

Gathering information about the pupil

- When is the pupil most likely to be successful?
- What skills does the pupil already demonstrate?
- What are the exceptions to the rule that "this pupil experiences emotional and behavioural difficulties?"

- Who or what are the significant influences over the pupil's behaviour?
- What is the pupil's view about the "problem"? What are his/her parents'/carers' views?

General

- Who is most concerned by this behaviour?
- What view do other people have of the pupil?

From "Emotional, social and behavioural difficulties", May 2001

2) Developing a Pastoral Support Plan

Meetings are held with the parents, school staff and where appropriate, the child, outside support services and agencies. These meetings are held following the initial assessment by the SENCO. The outcome of the meetings is to draw up a pastoral support plan. This should happen within 3 weeks of the referral to the SENCO. Appendix 2 gives a format for the plan and prompts to guide its completion. The SENCO will coordinate the provision of additional resources, training, further investigations appropriate to the plan.

This will lead to further plans that aim to make progress over time rather than provide an unrealistic quick fix.

In exceptional circumstances the HT/SENCO and staff believe that the child has not responded to a range of strategies to modify and reduce the frequency and impact of a child's challenging behaviour then the situation can be referred to the Behaviour Support Team, Educational Psychologist or other available and suitable LA outside agencies.

Reviewed May 2014

Arrangements for evaluation and review of this policy:

This policy will be reviewed annually.