



## **ST ANN'S HEATH JUNIOR SCHOOL**

### **Behaviour Policy**

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment**

#### **Introduction**

At St Ann's Heath Junior School, we are committed to providing a safe, happy, positive and calm learning environment in which all children are supported to achieve their full potential and to overcome any barriers to their learning. We aim to prepare children to become effective learners, and for facing the challenges and responsibilities of adult life, and to this end encourage the development of self discipline and taking responsibility for their own actions. We encourage children to think about their actions and make the right choices.

Our school values underpin the way in which we nurture relationships between every member of our school community, and at the heart of our school's ethos are

**RESPECT-** for each other, for staff and for other adults within our school community

**PRIDE-** in individual achievements and in the successes of the school

#### **Aims**

The aims of our Behaviour policy are

- To be fair, firm and consistent with standards and expectations
- To provide clear and sensible guidelines and rules based on safety and wellbeing
- To establish and maintain a calm, secure and well organised environment for learning
- To reward good behaviour and offer positive strategies as well as sanctions for changing inappropriate behaviour
- To foster self discipline in our pupils based on making the right choices
- To be dedicated to ensuring inclusion occurs, where all children feel they are treated fairly and that they are listened to
- To promote consideration and respect towards others and for the environment
- To encourage the involvement of home with school to implement this policy

#### **Legal Guidance**

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and School Staff (February 2014)' has been read and used to guide the school on its legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

#### **Responsibilities**

**Everyone at St Ann's Heath Junior School has a responsibility to ensure that we achieve these aims, through an agreed and consistent approach;**

### **The children's responsibilities are to**

- Have high expectations of their own and support others in promoting the expectations of good behaviour
- Follow the behaviour code whilst in school, on offsite visits, on their journeys to and from school and in the local community
- Treat others with care, respect and a helpful attitude
- Look after their own and others' property and take a pride in the school environment
- Try their best in all areas of school life, completing school work and homework to the highest possible standard
- Be fully aware of and sign the Home School Agreement to demonstrate that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
- Be active in challenging and preventing bullying
- Discuss with an adult in school any worries that they may have

### **The staff have a responsibility to**

- Model high standards of behaviour at all times, in dealing with both pupils and each other
- Use whole school assemblies, class assemblies, PSHE lessons, circle time and any appropriate opportunities to reinforce our expectations of behaviour
- Behave in a calm, assertive and professional way
- Value all pupils, treating them fairly and with respect, by listening to them and making it clear through their responses that children's comments are being taken seriously and are of importance
- Encourage pupils to take a pride in their work and in their school
- Encourage relationships based on values such as honesty, kindness, respect, forgiveness and empathy
- Create a positive climate for learning with high expectations of achievement and behaviour
- Provide stimulating, engaging and challenging learning opportunities
- Encourage good behaviour and challenge poor behaviour, as to ignore it would be to condone it, and discipline pupils whose behaviour is unacceptable- who break school expectations or who fail to follow reasonable instruction (section 90/91 of Education and Inspections Act 2006)
- Apply the principles, rewards and sanctions as detailed in the behaviour policy clearly and consistently
- Report concerns related to the behaviour of pupils to the headteacher or members of the SLT

### **Parents/ Carers are expected to**

- Carefully read and sign the Home School Agreement to indicate that they will respect and support the school's expectations and the authority of the school staff
- Be fully aware of the behaviour policy and actively support it through discussing it with their child(ren) as appropriate and role modelling, leading through example, the expectations whilst on the school site
- Encourage their child(ren) to adhere to the school's expectations that they are in school on time, appropriately dressed and equipped
- Support the implementation of sanctions if required

### **Governors are expected to**

- Know the school's behaviour policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school
- Refer any matters regarding discipline of which they become aware to the headteacher, who will investigate any issues in consultation with the relevant parties if necessary

### **Equal Opportunities**

All children in the school, regardless of race, gender, ethnicity or level of ability, will be treated with the same degree of respect, consistency, expectation, fairness and support.

Some vulnerable children, during their time at school, may require extra support in managing their behaviour. At these times, adaptations to the behaviour policy may be required. The Inclusion manager will take the lead with any child where individual behaviour plans are drawn up and/or the behaviour support team involved.

We carefully manage the transition of all children, and set up specific programmes for children who have particular needs, either on entry to our school or when moving onto secondary school.

### **Strategies for Promoting Positive Behaviour**

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known by all and consistently implemented. Pupils will perceive inconsistency as unfairness and will be more likely to try to 'get away' with poor behaviour unless they are certain that they will get caught and that misbehaviour will be followed through.

Positive professional relationships with pupils, parents and other staff are emphasised within the Teacher Standards 2012. All staff are expected to model the behaviour we expect to see in our pupils, and in particular, to address pupils courteously and with respect so as to avoid escalating situations.

We understand that behaviour is about more than conduct. We aim to plan learning opportunities that engage children so that they are active and enthusiastic about their learning.

See Appendix One which outlines the behaviour chart displayed in each classroom.

### **Before/ At the start of a lesson**

- Pay attention to seating and layout to ensure easy access and movement
- Have a well organised, tidy learning environment and motivating displays that celebrate achievement
- Make visible the School rules/ behaviour code for easy reference if needed
- Ensure children know where they are sitting
- Be there before the children to meet and greet
- Make a prompt start with purposeful activity established as the routine

### **During the lesson**

- Maintain a calm and cool exterior
- Have high expectations of work and behaviour
- Follow the 12 non negotiables for learning and teaching, as good and outstanding teaching encourages good and outstanding behaviour- make learning engaging and exciting.
- Know the pupils as well as possible so as to understand their needs and be proactive in supporting them
- Plan the use of additional adults to support children who need extra help to meet learning objectives
- Praise consistently- catch being good and use the reward system
- Ensure what has been said is always followed through
- Criticise the behaviour, not the child
- Avoid punishing the whole class for the actions of a small minority
- Reflect! Don't be afraid to admit something went wrong, but do feel you can seek advice to help develop your practice next time

### **At the end of the lesson**

- Allow time for 'plenary' and rounding the lesson off
- Allow time for clearing up, dealing with any admin, and dismissing the children in an orderly way

### **Outside of the classroom**

- Take opportunities to get to know children better and build positive relationships in 'unstructured time'
- Notice things around the school and follow up if necessary
- Intervene if you see an incident
- Keep corridors, cloakroom areas and communal areas tidy and well organised
- Be punctual if you are on duty

## Our Expectations

Our expectations have been compiled in consultation with the children, through the school council, and with all staff.

We expect the children to

- Have a positive attitude towards their learning and to try their best in all they do
- Follow class and school rules so that all children are safe and are able to learn
- Be polite, kind, considerate and cooperative towards other children and towards adults in school
- Be prepared to listen to others, in class and around the school
- Look after our school and everyone and everything in it
- Take pride in themselves and in the achievements of others

## School Rules

We expect all children to follow our school rules, which are regularly shared within the classroom environment and in assemblies etc. They are also displayed around the school as follows:

- **WORK HARD AND TRY YOUR BEST IN EVERYTHING YOU DO!**
- **TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED YOURSELF!**
- **FOLLOW INSTRUCTIONS CAREFULLY- THEY ARE THERE FOR YOUR SAFETY AND WELLBEING!**

Classes discuss their own additional rules at the start of each year, but these three rules underpin all of our aims and expectations.

At St Ann's Heath Junior School, we will not tolerate bullying. We will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of children's social, emotional and behavioural skills. Further information and advice is detailed in our Anti Bullying policy.

Other behaviours that we will not tolerate in our school are acts of racism; rudeness towards other children or adults; defiance; swearing; fighting or causing physical harm; and deliberately damaging property or equipment.

## Rewards

Our emphasis is to reinforce good behaviour. At St Ann's Heath we believe that reward has a motivational role, helping children see that good behaviour is valued. We want all children to experience success at our school, and so rewards are given for showing a positive attitude, demonstrating good learning behaviour, putting in a high level of effort and for perseverance.

Daily rewards include verbal praise wherever possible, team points, giving stickers, and privileges (such as being given a responsibility or going first in the line) Weekly rewards include 'Star of the Week' and/or 'Secret Student', given to children who have demonstrated a brilliant attitude and approach all through the week.

Special Mention certificates are given every two weeks for excellent work, attitude and behaviour and for particularly impressive achievements children can be sent to the headteachers for gold awards.

## Sanctions

Sanctions are intrinsic to guiding children on the path to improved behaviour. They need to be fair, consistent and proportionate. Teachers aim to help children make the right choices, but where it is necessary, deal with unacceptable behaviour calmly, avoiding negative comments and focusing on the fact it is the behaviour that is unacceptable, not the child as a person. The school does not issue whole class sanctions.

The chart below provides a broad summary of behaviours, interventions and consequences;

STAGE	BEHAVIOUR	INTERVENTIONS AND CONSEQUENCES
1	<p><b>Low level inappropriate behaviours</b></p> <p>e.g. calling out</p> <p>interrupting when others are talking</p> <p>ignoring minor instructions</p> <p>distracting others e.g. making inappropriate noises</p>	<p><b>Apply positive strategies to encourage appropriate behaviours in-line with the school's ethos</b></p> <p>e.g. catch them being good</p> <p>praise</p> <p>pre-empting the situation</p> <p>reminder of school expectations</p> <p>restorative conversations</p>
2	<p><b>Medium level inappropriate behaviours</b></p> <p>e.g. persistent disruptive behaviour</p> <p>deliberately creating a disturbance</p> <p>defiance and refusal to follow instructions</p> <p>showing a lack of respect for equipment</p>	<p><b>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</b></p> <p>e.g. lose time at break time or lunch time</p> <p>give choice/expectation with timescale</p> <p>involvement of assistant headteachers</p> <p>class teacher to talk to pupil and parent if no improvement</p> <p>record incidents/log</p>
3	<p><b>Higher level inappropriate behaviours</b></p> <p>e.g. offensive language</p> <p>serious challenge to authority</p> <p>harming someone</p> <p>repeated refusal to do tasks</p> <p>continuing to leave the class without permission</p> <p>fighting and intentional physical harm to others</p> <p>malicious allegations against staff</p>	<p><b>Apply positive strategies and sanctions to encourage appropriate behaviours in-line with the school's ethos</b></p> <p>e.g. put behaviour book in place to be logged and signed</p> <p>involve parents in weekly monitoring of behaviour book</p> <p>involvement of headteacher</p> <p>in school sanctions involving removal of privileges as appropriate to the individual</p>
4	<p><b>Serious inappropriate behaviours</b></p> <p>e.g. harmful, offensive name calling</p> <p>bullying – physical and emotional</p> <p>deliberately throwing objects with the intention of harming someone</p> <p>repeated challenge to authority</p> <p>extreme danger of violence</p> <p>leaving school boundaries</p>	<p><b>Involvement of outside agencies</b></p> <p>e.g high level in school sanctions as appropriate</p> <p>involvement of headteacher</p> <p>advice from outside agencies to bring about improvement</p> <p>Fixed term exclusion</p> <p>Permanent exclusion</p>

## **Bullying**

The school will ensure the safety and wellbeing of all students and staff and this includes protection from bullying. The school aims to combat bullying and other harmful behaviour using, amongst others, preventative strategies through active development of pupils' social, emotional and behavioural skills. Further information is in the school's Anti-bullying Policy and E-Safety Policy.

## **Internal Exclusion from Class**

The SLT may decide that a child needs to be removed from his/ her classroom for a period of time. This will result in the child being moved either to another classroom or to the headteacher's office or SLT room. Periods of exclusion from class will be for a maximum of one school day. The time is used constructively, with the class teacher preparing work for the child to complete. A member of staff will be present in the room and, as with all sanctions, the school will ensure the health and safety requirements in relation to safeguarding and the child's welfare.

## **Exclusions**

St Ann's Heath Junior School is committed to using external exclusions as an absolute last resort, in cases of extreme inappropriate behaviour or persistent (accompanied by a behaviour log) inappropriate behaviour. Permanent exclusion is very rare and is not used for vulnerable pupils (eg looked after children).

If a child is excluded from school, this will be undertaken within the Surrey Exclusion guidelines. It will be expected that parents ensure their child is in an appropriate place during an exclusion and that, on return to school, will attend a meeting at which expectations, and a plan, is set out to support reintegration into the classroom.

## **Pupils with Special Education Needs and Disabilities (SEND)**

The needs of pupils with Special Education Needs (SEN) and disabilities will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will have been brought to the attention of the school's Inclusion manager and will have a specific individual plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND Policy.

## **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and to their next school. Pupils have transition sessions with their new class, teacher and school. We hold handover transition meetings to ensure all information is transferred to the next class team. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of children and involve external agencies, such as the behaviour support specialist teachers and/ or education psychology service, where it is deemed by the school to be appropriate and beneficial to the child to do so. This will be discussed with the parent/ carer beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Physical Contact with Children and Use of Reasonable Force**

We recognise that there are occasions when physical contact (other than reasonable force) with a child is proper and necessary, such as to give first aid, demonstrate how to use equipment, when a child is being congratulated or praised.

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the headteacher has given the responsibility to be in charge or in control of children may use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions. Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used only rarely. There is no definition of when it is. All incidents involving the use of force will be recorded as soon as possible after the incident. Parents will be informed by the headteacher of the incident (although lawfully, the school has the right to not inform a parent if they decide it is inappropriate to do so)

### **Screening, Searching and Confiscation**

The guidance as provided in the 'Education and Inspection Act 2006' and the 'Searching, Screening and Confiscation Advice for Headteachers, School Staff and Governing Bodies (February 2014)', state that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a child that are illegal or banned from school, eg a knife, the first priority being to ensure that children and adults are in a safe and secure environment when they are in school and any items that may jeopardise the safety of others or themselves will be taken from the child without notice. A staff member can search a child with the child's permission to look for any item that is banned from the school or illegal. It is only the headteacher, or a staff member authorised by the headteacher, who has the power to search without a child's consent if they suspect they are in possession of banned or illegal items.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the child and supports the person who is the subject of the allegation, in line with the Surrey Allegation Against Staff procedures.

### **Complaints**

The school has adopted the Surrey CC complaints procedure. For complaints relating to exclusions, the Surrey guidelines are also followed.

### **Monitoring and Evaluation**

The SLT will monitor the effectiveness of the Behaviour policy to ensure that expectations, procedures, rewards and sanctions are consistent through classroom visits, discussion with staff and children, and analysis of data relating to behaviour.

The Governors' Vision and Ethos committee will oversee the policy through their monitoring activities, including the annual governors' question time seeking the views of children about aspects school life.

## Relationship with Other School Policies

This policy should be read in conjunction with our policies on: Learning and Teaching; PSHE; Anti Bullying; Child Protection and Safeguarding; SEND; Exclusions; Use of Reasonable Force; Complaints; E Safety.

Approved by Governing body

November 2017

Review date

November 2018

Review frequency

Annual

### Appendix 1:

In each classroom we have a behaviour chart similar to the one below. It follows a traffic light system whereby all children start each lesson on green. Throughout the day, children can move up or down the chart reflecting their learning behaviour in class.

**Gold= Excellent behaviour shown.** A class reward is decided by the teacher for the children who are on Gold.

**Green= Ready to learn.** If the children do not fall lower than green throughout the term, a certificate will be sent home to award the child.

**Light Orange/ Yellow = First warning.** Being moved down to this colour will have followed a verbal warning.

**Orange= Second warning.** If the child's behaviour continues to not improve they will be moved to this colour which leads to them missing five minutes of break time and a sticker going in their reading record to notify the parent/ carer.

**Red = Teachers choice.** Senior leadership involvement and appropriate consequences linked to home and school. Parent involvement.

