

REEDINGS JUNIOR SCHOOL BEHAVIOUR POLICY



Ethos

We believe that all children have the right to learn in an environment in which they feel safe, secure and respected. The governing principle of this policy is to enable all pupils and staff to create a positive climate within the school, where good behaviour and self discipline is rewarded and disruptive behaviour is recognised and dealt with appropriately.

Within our school environment children and adults are encouraged to:-

- Treat everyone with kindness and respect;
- Act with thought and consideration to others;
- Behave courteously, being polite and helpful at all times;
- Be friendly and co-operative;
- Be honest and truthful;
- Take good care of our school;
- Treat property with respect
- Work hard

Aims

- To set clear expectations of behaviour to ensure all children feel safe and learn how to interact with peers and adults.
- To define acceptable and unacceptable standards of behaviour in all aspects of school life;
- To encourage consistency of response to both positive and negative behaviour;
- To develop an environment which encourages and reinforces good behaviour;
- To develop a moral framework within which initiative, responsibility and sound relationships can flourish;
- To promote self-esteem, self-discipline and positive relationships;
- To enable children to develop a sense of self worth and a respect and tolerance of others;
- To expect that this behaviour is maintained with all adults and each other in all situations;
- To encourage the involvement of pupils, parents, carers and all adults who work in the school in the implementation of this policy.
- To ensure all adults and children are familiar with our school policy for behaviour and that rewards and sanctions are clear.

Acceptable Standards of Behaviour

All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Adults have a responsibility to:

- Model the type of behaviour felt to be acceptable and promote, through example, honesty and courtesy;
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- Play an active part in building up a sense of community;
- Apply consistently the agreed standards of behaviour;
- Create a positive climate with high expectations both of ourselves and the children in our care;
- Provide a caring and effective learning environment;
- Emphasise the importance of being valued as an individual within the community;
- Encourage relationships based on kindness, respect and an understanding of the needs of others;
- Show appreciation of the efforts and contribution of all;
- Be alert to the signs of bullying and racial harassment;
- Deal firmly and consistently with unacceptable behaviour.
- Record any incidents of unacceptable behaviour, bullying or racial incidents and follow the correct procedure as stated in this policy;
- Respond sensitively to children in distress, listen to them and deal with any incident appropriately;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- Communicate effectively with each other.

The children will:

- Be praised for their achievements, both academic and social;
- Be encouraged to help each other through discussion, praise and acknowledgement of effort;
- Encouraged to discuss the repercussions of behaviour and learn to take responsibility for their actions.

Unacceptable Behaviour

For children this is broadly defined as:-

- Wilful disobedience e.g. openly refusing to do what is being asked by the adult
- Shouting at another child or adult in an aggressive manner
- Biting, fighting spitting, hitting pinching and kicking;
- Using foul or unacceptable language;
- Damaging property;
- Answering back, rudeness towards another member of the school community, child or adult;
- Making unkind or offensive comments, including comments about people's appearance, family or ability/disability;
- Behaving in a racist, sexist, homophobic, biphobic or transphobic manner
- Invasion of privacy, e.g. going into someone else's property without permission;
- Stealing;
- Bullying (see section on bullying)

- Truancy
- Forming a threatening group or gang

Rules and Procedures

The rules and procedures should:-

- Be kept to a necessary minimum;
- Be positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their formation and development;
- Have a clear rationale, made explicit to all;
- Be consistently applied and enforced;
- Promote the idea that every member of the school is responsible for his/her own behaviour and also has responsibilities to the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see and understand that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and to groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as it is for children.

Rewards include: -

- Praise from adult;
- Responsibility given;
- Quality time in the classroom – choosing an activity;
- Showing good work/behaviour to the Headteacher or Deputy
- Showing good work in assembly;
- Displays;
- Acknowledgement of exemplary behaviour in assembly;
- House points;
- Classroom certificates;
- Merits;
- House trophy
- Prizes (not sweets or chocolates)
- Raffle tickets
- “Special lunch table” voucher
- Tidy cup
- Indoor Play cup

Sanctions

Although rewards are central to the encouragement of good behaviour, there are also strategies to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- Children understand that sanctions are a consequence of their actions;
- It must be made clear what changes in behaviour are required to avoid future sanctions;

- Consequences should apply only to the individual child - as far as is possible, group sanctions are avoided;
- It should be the behaviour rather than the person that is punished;
- There must be consistency throughout the school community.

Dealing with inappropriate behaviour

Within the class, children will be sanctioned for any form of unacceptable behaviour as listed in this policy which disrupts the flow of teaching and learning. Low level disruptive behaviour should be dealt with in class through a system of behaviour monitoring which focuses on rewards for positive behaviour. This should be administered by the class teacher and monitored by the deputy or head with appropriate actions.

Sanctions will begin when all the normal classroom management strategies have been tried and will involve the senior management team and the Head Teacher. The INCO may be involved at any stage as appropriate. Children will be made aware that the sanctions are applied as a consequence of their behaviour.

Teacher strategies:

- An appropriate reminder of behaviour expectations by the adult in charge of the class or activity, accompanied by an explanation of why the displayed behaviour is unacceptable.
- Second reminder with a verbal warning of the consequence.
- Time out within own classroom as appropriate.
- Time out in year group partner class or class of the senior management team to consider behaviour. Children are encouraged to think about the four "Ws". See Appendix A.
- Missing part of playtime or lunchtime, under supervision.
- Parents may be invited in to have an informal talk with the class teacher.
- Other sanctions such as a behaviour record between pupil and teacher or regular meetings between parents and teacher may be set up to monitor and improve behaviour

Involvement of the senior management:

- Child sent to Key Stage leader
- Child sent to Deputy Head
- A behaviour record started
- Involvement of parents

Involvement of the Headteacher:

- Child sent to Headteacher
- A formal meeting with parents
- Involvement of outside agencies
- Internal exclusion
- Fixed Term Exclusion.
- Permanent exclusion

At all times, the school will work with parents and outside agencies to support the child to prevent escalation of bad behaviour.

In the Playground/Outside the Classroom

Because of the nature of playtimes and lunchtimes, sanctions will be given immediately.

- Any issue will be addressed by the adult in charge – teacher, classroom assistant or mid-day supervisory assistant – who will remind the child of expectations;
- On a second reminder, there will be a warning of consequence;
- Time out in a suitable location as appropriate. Time limits given eg 10 minutes.
- Incidents will be reported to the class teacher at the end of the break who will follow up with appropriate action – see *Teacher Strategies* above. In the case of a serious incident, this will be recorded and passed to the Headteacher or Deputy Head. Parents will be informed. Special sanctions may be introduced in agreement with the Head/Parent/Child.

Safe-handling

See Appendix B

Racist Remarks

The definition of a racist remark is any remark that is made which infers a difference about the colour, race or ethnic background of any individual that causes them offence. It is the way in which the remark is received not the intention that makes it racist.

Following incidents of racial remarks/harassment, the child will be sent to the Head and the incident recorded. Please refer to the school policy on Racial Equality.

Homophobic/ Biphobic/Transphobic Remarks

The definition of a homo/bi/transphobic remark is any remark that is made which infers a difference about the gender or sexual preference of any individual that causes them offence, including any hbt/phobic comments. It is the way in which the remark is received not the intention that makes it hbt/phobic. All incidents will be recorded and dealt with as unacceptable behaviour.

Cyber Bullying

The definition of cyber-bullying is when a person or a group of people threaten, tease, embarrass or abuse someone else by using ICT, particularly mobile phones, the internet and social networks. All incidents will be recorded and dealt with as unacceptable behaviour. We will work with the local community police officers to reinforce the seriousness of the offence through Crucial Crew, presentations in assembly and parents' workshops on e-safety.

POLICY ON PREVENTING AND RESPONDING TO BULLYING

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves.

It can take many forms but the three main types are:-

Physical	-	hitting, kicking, taking belongings
Verbal-		name calling, insulting, racist remarks and homophobic comments
Indirect	-	spreading nasty stories, rumours, excluding someone from social groups. This includes cyber-bullying using social networking sites

Single incidents of verbal or physical attack and behaviour that is hurtful but not intentional will also be taken seriously and dealt with by the school, according to the principles outlined in the Behaviour Policy.

Possible Signs of Bullying

- Being reluctant or frightened to leave the classroom at playtimes or at the end of the day;
- Being unwilling to come to school;
- A sudden change in performance, attitude to work;
- Clothes or equipment being regularly lost or damaged;
- Lunch not being eaten;
- Becoming withdrawn or starting to stammer;
- Becoming distressed for no obvious reason;
- Having unexplained bruises, scratches, cuts;
- Having their possessions go “missing”
- Having unaccounted for money or stealing money (to pay bullies);
- Losing money given for trips etc.;
- Refusing to say what is wrong;
- Giving improbable excuses to explain any of the above.

Strategies for Raising Awareness of Bullying

Throughout the school day, and in particular in PSHCE lessons and assemblies, an ethos of tolerance, respect, awareness of differences and honesty will be encouraged. Participation in National Anti-Bullying week.

Response to Bullying

All children need to be taken seriously. Repeated, uninvited behaviour is bullying.

All such behaviour will be dealt with immediately, as soon as staff are made aware of such an incident.

All incidents of bullying will be recorded on the unacceptable behaviour forms.

Strategies to support children who have been bullied

- The child will be seen individually and/or privately;
- The child will be reassured that action will be taken;
- The child will be given strategies for dealing with incidents in the future.

Strategies to support and deal with children who engage in bullying behaviour

- The child will be informed of the nature of his/her unacceptable behaviour;
- The child will be supported in trying to change their behaviour;
- The child will be reprimanded by the Deputy Head and a record of the incident kept;
- The child will be made aware of the consequences of his/her actions and closely monitored during play times;
- The child will be identified to any other adults within the school community;
- Persistent bullying behaviour – record kept and parents informed;
- After the third incident, parents will be asked to discuss the matter with the Headteacher;
- Exclusion under the terms of the Governors' policy and the Hertfordshire guidelines for fixed period exclusions and permanent exclusions
- Incidents of racism and bullying are reported annually to Herts CC.

Reviewed by: Laura Webber, December 2017

Next review date: December 2018

Appendix A

Time to consider the 4 W's :-

What I did

Why I did it

Which rule I broke

What I can do to make it right

Appendix B

Statement on the use of Physical Interventions

Extract from Hertfordshire County Council Restrictive Physical intervention
Acceptable forms of intervention in schools

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
 - ❑ to comfort a pupil in distress (so long as this is appropriate to their age);
 - ❑ to gently direct a pupil;
 - ❑ for curricular reasons (for example in PE, Drama etc);
 - ❑ in an emergency to avert danger to the pupil or pupils;
 - ❑ in rare circumstances, when Restrictive Physical Intervention is warranted.

- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - ❑ the pupil's age and level of understanding;
 - ❑ the pupil's individual characteristics and history;
 - ❑ the location where the contact takes place (it should not take place in private without others present).

Within Reedings Junior School this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times. This policy explains the reasons why staff may choose to physical interventions with children and the appropriate ways in which this would be done.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort reward or guidance.

How Do We Use Touch?

Hugging

At Reedings Junior School, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limit the ability of the child to turn themselves into the adult.

Hugging can be used either standing or seated



Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.



Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a child attempts to sit on an adult's lap, the adult will explain and ask them to sit next to them if it is appropriate.

At times, children may be in such crisis or distress that they make contact with an adult in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen, the adult must ensure that they have informed a senior member of staff. The adult will be asked to make a note of this, in order to record and monitor the amount of times the student is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that staff have to use physical interventions with children.

It should also be realised that some children will not want to be touched and this will be respected.

Staff have a 'Duty of Care' towards the students in their care. Therefore if a student is likely to be at risk from harm if they do not physically intervene in an emergency situation, they must take action. The action taken will be dependent on the dynamic risk assessment that they make at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this school.