

# Grange Community Junior School



## Behaviour Policy

To be read in conjunction with the hygiene and social distancing addendum to all policies

Ratified: September 2012 / Sep 13/Sep 15/Sep 16/Sep 17, Sep 18, Sep 19, Sep 20, Sep 21

Review: 1-2years

Signed:

## **POLICY FOR SCHOOL DISCIPLINE**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, (such as taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school, poses a threat to another pupil or member of the public) outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers have a power to impose detention outside school hours. Parental consent is not required, however, it would be reasonable to contact parents due to the age of the children.

Teachers can confiscate pupils' property. Staff have the power to search without consent any prohibited items, this includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

### **Aims**

- to develop a consistent approach to behaviour management
- to create, by applying positive policies, a positive, safe, caring and happy environment in which learning and teaching can take place
- to help children learn, through the school curriculum, values and attitudes as well as knowledge and skills. (This promotes responsible behaviour, encourages self-discipline and engenders in children a respect for themselves, for other people and for property)
- to develop learning to learn skills (through BLP)
- to teach the children the difference between appropriate and inappropriate behaviour and that they choose how they behave

- to encourage good behaviour as well as to have a range of consequences for inappropriate behaviour by providing a range of rewards for children of all ages and abilities
- to make clear to children the distinction between minor and more serious misbehaviour and the consequences that will follow
- to treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- to provide support for victims of aggression and their aggressors
- to prevent bullying

The staff must have regard to any guidance which include the following:

- screening and searching pupils; (DfE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies -January 2018)
- the power to use reasonable force and other physical contact; (DfE Use of reasonable Force Advice for headteachers, staff and governing bodies July 2013)
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.(KCSiE)
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

### **Code of Conduct ~ "The Four Golden Rules"**

- 1. Listen to adults carefully, and in silence.**
- 2. Follow instructions.**
- 3. Be polite at all times – do not tease, name-call or swear.**
- 4. Keep hands, feet and objects to yourself.**

We have only four golden rules because they are easily remembered by all members of our community and can be applied to all situations. Listed below are our expectations about discipline. They show how the four golden rules are interpreted. We expect:-

- all members of the school community will respect each other
- all children to respect their own and other people's property and to take care of books and equipment

- children to be well-behaved, well-mannered and attentive
- if a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter
- zero-tolerance of physical violence and racism as it is not acceptable, neither is retaliation. A child who retaliates will be sanctioned following the same policy no matter what the provocation
- repeated or serious incidents to lead to exclusion
- foul or abusive language not to be used
- children not to bring sharp or dangerous instruments to school, or any item that might cause a problem
- children to wear the correct school uniform
- jewellery **not** to be worn except for a simple watch, and single (pair) of small stud earrings.

(Also see Anti bullying policy)

This code of conduct has been formulated with the health, safety and well-being of the children in mind and to enable the school to function efficiently as a place of learning.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of **REWARDS AND SANCTIONS**. This is for all children. The children are provided with clear and consistent boundaries, if they choose to step over the boundaries, sanctions are given.

## **Rewards**

The most important positive response by an adult to a child choosing to behave appropriately is praise. Adults within school will look for and take every opportunity to give a child meaningful praise, e.g. for academic and non-academic achievements, for effort, for being caring and for all aspects relating to good work and conduct.

In addition to praising, rewarding children takes many other forms including:

- Class recognition - the child's name is written on the "Well Done Board" and then ticks marked against it.
- Whole school & Headteacher recognition - children who have improved their choices of behaviour, worked particularly hard, achieved a personal target, etc. are sent to the Headteacher (or nominated representative)
- Whole school recognition: each Friday assembly two children from each class are presented with a certificate. These children have earned the certificate for their efforts and choices of behaviour over the week.
- At the end of each half term certificates are presented to children for effort and choices of behaviour over the half term. Teachers invite the parents of these children to come along to the assembly and to share in their child's moment.

- In addition to praise and public recognition children also receive tangible rewards:-
- Stickers are given out by all teaching staff and teaching assistants for appropriate behaviour and hard work.
- Privilege Badges are presented to children by the class teacher for making appropriate choices over a period of time by the cumulative number of ticks on the well-done board. The badge entitles the child to privileges previously negotiated with the classteacher.
- Beads are given to the class as a reward for all the children behaving appropriately. These beads can be totalled for a range of class rewards (e.g. 80 beads earns an additional lesson of ICT, 90 beads earns the children the right to wear their own clothes and so on) at the end of every half-term which are negotiated between the classteacher and their children each half term.
- The school operates a house system. All pupils earn beads towards their house totals. A house treat is given to the winning house every term.

## Sanctions

There will be times when children behave inappropriately. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. Staff should follow a consistent approach when dealing with any misdemeanour. This includes:

- making sure they know how to respond to all pupils appropriately depending upon their needs
- ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly
- carefully following each stage of the behaviour policy rather than overreacting to poor behaviour
- staying calm.

In line with Department for Education guidance “heads have the power to discipline pupils who misbehave outside the school premises and outside schools hours” when they are:

Taking part in any school organised activity

Travelling to or from school

Wearing school uniform

In some other way identifiable as a pupil at the school

Minor breaches of discipline are dealt with by the class teacher in a caring, supportive and fair manner.

So that we are consistent and the children understand the consequences of choosing to behave in an inappropriate way, we operate a hierarchy of sanctions in the form of "steps".

**Step 1 (Warning)** - if a child chooses to behave inappropriately the adult will **verbally warn** him/her. They will then check that the child has understood what is expected of him/her repeating the instructions if necessary, and writing their name on the “steps board.”

**Step 2** - if a child chooses to behave inappropriately for a second time the adult will **verbally warn** him/her that he/she has got a "step2" and will write the number (2) beside his/her name on the steps board. They will then check that the child has understood what is expected of

him/her, repeating the instructions if necessary.

**Step 3** - if a child chooses to behave inappropriately for a third time, the adult will **verbally warn** him/her that they have got a "step 3" and will put a (3) next to his/her name on the white board. They will then check that the child has understood what is expected of him/her, repeating the instructions if necessary.

**Step 4** - if a child chooses to behave inappropriately for a fourth time, the adult will tell him/her that he/she has got a "step 4" and will put a (4) next to their name on the white board. The child may then be **instructed to take his/her work to another class** (or where more appropriate, will be accompanied to another class) and work there for 15 minutes or the teacher may decide to ask the child to stay inside for 15 minutes during their break or lunchtime. Once the child returns, the teacher will check that the child understands what is expected of them, repeating the instructions if necessary. A second step 4 in a day results in the child spending the rest of the day out of their class.

Class teachers inform parents if a child has two step 4's in a day or three in a week. The parents of a child who persistently chooses inappropriate behaviour and gets step 4's will be asked to come into school and discuss their child's behaviour with the classteacher and member of the Senior Leadership Team.

Children with persistent behavioural needs, or children who need more specific behavioural targets may be tracked using an ABCC chart and through the provision of a one page profile (previously Individual Education Plan) and may report to the Senior Leadership Team at the very beginning of playtime and lunchtime. The SLT will negotiate with the classteacher and/or their parents and any outside agency to devise a personalised behaviour plan.

**IMMEDIATE STEP 4's** are given for major breaches of discipline which might include refusing to follow a member of staff's instructions, disruptive behaviour in class, physical assault, deliberate damage to property, stealing, leaving the school premises without permission and verbal abuse.

This type of behaviour is generally rare and it is the responsibility of the Senior Leadership Team to deal with it appropriately, particularly if the problem keeps recurring.

The standard procedure for this sort of problem follows a set pattern. Failure to improve will lead automatically to the next stage, each stage is recorded (see below).

On no occasion will sanctions be used to humiliate a child.

On some occasions, where it is more suitable to do so staff may use an alternative to the steps system. These may include:

Extra work or repeating unsatisfactory work until it meets the required standard.

- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time and after school (only if this has been arranged with a parent beforehand).
- School based community service or imposition of a task – such as picking up litter; or removing graffiti.

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

### **Procedures for Dealing with Major Breaches of Discipline**

1. A verbal warning by the Senior Leadership Team as to the child’s future conduct.
2. Withdrawal from the classroom for 15 minutes or the rest of the day if it is the second of the day or the third in two weeks.
3. Senior Leadership Team directs the classteacher to contact parents to inform them of the problem
4. Classteacher and Senior Leadership Team meet with parents to discuss how we can work with the child and family to improve the child's behaviour. A warning is given about the next stage unless there is an improvement in the child's behaviour.
5. Strategies agreed are then implemented, including if necessary the involvement of external agencies e.g. PBS
6. If the problem is severe or recurring then exclusion procedures (fixed term) are considered. The Chair of Governors is informed.
7. If support agencies are involved a case conference involving parents, teachers and support agencies personnel may be held.
8. The school follows all statutory procedures regarding the exclusion process (see exclusion policy).

NB A very serious problem may result in the normal procedure being superseded and a child being taken home straight away (fixed term exclusion with immediate effect, especially if the child’s own Health and Safety or that of his / her peers is in any way compromised).

### **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **Isolation**

Disruptive pupils can be placed in an area away from other pupils for a limited period. Staff must act reasonably ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. Pupils should be kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Staff should also allow pupils time to eat or use the toilet.

### **Lunchtime Supervision**

At lunchtime, supervision is carried out by the Senior Supervisory Assistant (SSA) and a team of Supervisory Assistants. Staff members are also on duty each lunchtime. The supervisory team can refer to the teacher if necessary.

The Supervisor and the Supervisory Assistants are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to report to the corridor to have "a step 4" (15 minutes). The Teachers on duty keep a record of lunchtime misdemeanours using CPOMS.

Constructive play activities are provided by play makers who will reward cooperative play.

The Senior Lunchtime Supervisor and the Supervisory Assistants must be treated with the respect expected by all adults at The Grange Community Junior School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the teachers on duty. They will speak to the child about their choice of behaviour and inform them that they have been given a "Lunchtime Step 4". This may result in loss of privileges and playtimes. If this is very serious, it is brought to the attention of the Senior Leadership Team and parents will be informed that if there is no improvement in behaviour, their child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

## **Parents**

Parents can help:

- by recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- by discussing the "Home School Agreement" with their child, signing it & returning it to school
- by discussing "The Four Golden Rules" with their child emphasising their support of them and assisting when possible with their enforcement
- by attending Parents' Evenings, parents' functions and by developing informal contacts with school
- by knowing that learning and teaching cannot take place without sound discipline
- by remembering that staff deal with behaviour problems patiently and positively

## **Record Keeping**

The "Well Done Board" is a whole school record of children who achieve positive behaviours and successes.

Staff are responsible for ensure that Step 4's are appropriately recorded on CPOMs.

All non-routine incidents involving children are recorded on VIR forms. These are kept online in the SEN folder in teacher's pool.

## **Other Communication**

Not withstanding any aforementioned means of communication and by no means an exhaustive list, communication between home and school regarding a child's behaviour can also be in the form of a home-to-school book and informal conversations on the playground in the evenings, when a child is picked up. All of which are recorded on CPOMS.

## Addendum to Behaviour Policy in light of Covid-19 and partial closure of schools.

In the current situation surrounding Covid-19 and the national agenda around deliberate and malicious spitting, it is felt that under these current circumstances any pupil who actively engages in this action will be temporarily excluded by the head teacher. The length of the temporary exclusion will be agreed between the head teacher and governing body. This policy change is to ensure that all staff and pupils feel safe in coming to Grange Junior School. This temporary exclusion does not apply to pupils, who due to their individual needs, may bite, lick or make regular oral contact with objects or people. In these circumstances, the expectation of staff will be to minimise and/or neutralise the likelihood of contamination. Appropriate PPE will be provided for staff who are working with pupils who have been identified as having these additional needs.

On rare occasions, staff may be required to escort a pupil away from their teaching environment in order to diffuse a situation. Where possible, social distancing will be adhered to but school accepts that on very rare occasions, this may not be possible in order to ensure the safety and welfare of the pupil. In these instances, staff will be provided with appropriate PPE and there will be two members of staff present to support the child.

Due to social distancing being in place within classroom bubbles, should a pupil need to leave the classroom due to poor behaviour they will be asked to work in isolation outside of the classroom as opposed to entering another classroom and breaking the 'social bubble'. The pupil will work in an area which is clearly visible by the teaching staff within the classroom bubbles so that the pupil's welfare and safety can be continuously monitored. When it is deemed that the pupil is calm and ready to re-enter their teaching bubble, they will be invited back into the classroom by a teaching member of staff. Should a pupil persistently be engaged in disruptive behaviour within their classroom bubble despite being given opportunities to work outside of their classroom bubble then the head teacher will be asked to escort the child away from their classroom bubble and supervise the pupil working in a larger, well ventilated space.

1 June 2020