

Behaviour Management Policy and Procedures (Junior)

Shared Expectations.

Children work and behave best when they are happy. It is essential that there is a partnership between The Junior School and our parents so that the same messages concerning behaviour are given at school and at home. Children need to know that teachers and parents support each other and that we all care about them. Our aim is to actively foster good behaviour using rewards, high expectations and simple rules. Children learn most effectively when they know what they are supposed to do and when they are constantly encouraged and rewarded for doing it. This document sets out a clear set of consequences for children who are unable to follow clear rules and choose to misbehave. This is a necessary element of any school's approach to discipline but our emphasis is firmly on positive encouragement of good behaviour.

We are committed to a whole school approach to discipline. Rewards and consequences may differ slightly according to the age and maturity of the children but the overall procedures are the same throughout school. This document is split into three sections. These consider:

1. High expectations and rewards- how good behaviour can be encouraged.
2. Response to poor or inappropriate behaviour.
3. Breaktimes

At the start of the year teachers should agree on a set of class rules with their class. These should be based on, in KS1, the Golden Rules (Jenny Mosley) and in KS2, the 3Rs. These rules should be clearly displayed and used to guide the children into the desired behaviour.

1. High expectations and rewards.

The most important aspect of any school policy is the consistent expectation of good behaviour from all school staff- teaching and non-teaching. The emphasis is promoting and where applicable rewarding the positive. This will be constantly reinforced in the classroom, in assemblies, around school and on the playground. Children will be rewarded for demonstrating good behaviour, good manners, friendliness and consideration and respect for others. Reward systems will vary according to the age of the children but it is vital that all staff share the same values and are pro-active in developing these attitudes in all pupils.

Junior School Behaviour Policy – Rewarding Positive Behaviour

The following chart illustrates the ways children are rewarded for positive behaviour in different year groups.

Year Group	How
EY1 & 2	<ul style="list-style-type: none"> ● Stickers ● Cuddly toy sent home for the weekend as a reward for good behaviour and progress/work
EY3	<ul style="list-style-type: none"> ● Green choice reward card ● Stickers ● Written comments in contact book
Reception	<ul style="list-style-type: none"> ● Green choice reward card ● Stickers and gems used. ● Written comments in contact book
Year 1	<ul style="list-style-type: none"> ● Stickers and gems used, 10 collected prize given ● Written comments in contact book
Year 2	<ul style="list-style-type: none"> ● Stickers and gems used, 20 collected prize given ● Written comments in contact book ● Merits
Year 3	<ul style="list-style-type: none"> ● Sticker, ● Written comments in contact book ● Merits ● Chosen reward from 3Rs list
Year 4	<ul style="list-style-type: none"> ● Stickers ● Written comments in contact book ● Merits ● Chosen reward from 3Rs list
Year 5	<ul style="list-style-type: none"> ● Stickers ● Written comments in contact book ● Merits ● Chosen reward from 3Rs list
Year 6	<ul style="list-style-type: none"> ● Stickers ● Written comments in contact book ● Merits ● Chosen reward from 3Rs list

- Merit certificates are awarded to children for good behaviour, work etc and presented in assembly. (Years 1-6)
- House points are also awarded at teachers' discretion (Year 3 –Year 6)
- Additionally, in EY, KS1 and in Years 3 & 4, a child is elected as 'Star of the Week' and the children are issued with a certificate and a photo is displayed with the reason for them being chosen.

2. **Response to poor or inappropriate behaviour.**

As a school we reject and do not use corporal punishment in any form.

The approach outlined below is the general disciplinary procedure in operation within school, though circumstances at times may dictate a different approach.

Where pupils display inappropriate behaviour teachers will use a variety of strategies to modify this behaviour. They may include:

- Discussions of inappropriate behaviour with individuals, groups or the whole class
- Verbal warnings/ Use of the traffic light system KS1
- Changing the classroom seating positions
- Isolation of a pupil within the classroom
- Removal of a child from their classroom to work in another class, in their own year group
- Removal of a child from their classroom to work with the Headteacher
- Removal of privileges
- Loss of playtime to complete a 'reflection sheet' in the 'quiet room' as stated in the 3Rs

These strategies will be used by the teacher according to his/her discretion and the nature of the problem.

Behaviour Books and the 3Rs log

Behaviour Books are used to record the names of children who display inappropriate behaviour and/or positive behaviour which are worthy of note. In KS1 each class has a behaviour book. In KS2, the 3Rs weekly log sheet shows dots against the name of a child whose behaviour is poor and this is sent to the Deputy Head for checking. Three dots in one week results in consequences

as stated as part of 'rewards and consequences'. The consequences are followed in the order in which they are listed.

The class teacher and Head will check carefully to see whether patterns of poor behaviour are developing. When this occurs, staff will then either inform the Headteacher and may discuss the issue with the child's parents. Details of such a meeting will be recorded on a Home/School record sheet.

If poor behaviour continues and further meetings are necessary, notes should be taken of the meeting. These will help to identify the poor behaviour and the steps staff and parents are taking to rectify it. These notes should be retained by the class teacher and a copy placed in the Behaviour file in the Head's office.

If all strategies have failed to succeed then:

- Pupils may be given a target card, where they agree specific targets for each session of the day and reports/messages are given to parents at the end of each day
- An Individual Behaviour Plan may be agreed by the class teacher and Learning Support Teacher.
- A pupil may be excluded for a fixed period (2 days). (This can only be sanctioned by the Headteacher or Principal and Board members of the Junior School Committee will be informed)
- A pupil may be excluded permanently. (This can only be sanctioned by the Principal and Board of Governors with the involvement of the Ministry of Education)

The School reserves the right to exclude permanently any pupil who for example behaves violently towards a fellow student or member of staff or demonstrates any other behaviour/s which is seen to be threatening, dangerous, illegal or accumulative over a period of time. Parents of an excluded pupil have the right to appeal to the Board of Governors.

Bullying

We believe bullying is: 'a persistent, deliberate attempt to hurt or humiliate someone.'

Staff will do their utmost to ensure that bullying is dealt with and stamped out whenever/wherever it occurs. The key aspect of any policy to deal with bullying is encouraging victims to report any bullying behaviour by others. When staff receive reports from pupils about bullying they are always investigated fully and sanctions taken according to staff's assessment of the situation. Please refer to our separate Anti-Bullying Policy.

3. Personal Property

Any personal property which is not allowed in School will be confiscated and returned at a later date. The school reserves the right to ask a pupil to empty out the contents of his/her bag or pockets after informing the parents if senior staff suspect that a theft has taken place or the pupil is in possession of alcohol, cigarettes, drugs, weapons or any other illegal or dangerous substances. If the parent objects to this then the police will be called to carry out the search. The search will be carried out by a Senior Member of Staff nominated by the Principal and one other member of staff of the same gender as the pupil. The search will be carried out in an office or room away from other pupils.

In addition, from time to time the School might require pupils to open their bags for spot checks. Parents will not be informed when general spot checks take place.

Break-times

The staff on duty are responsible for the organisation and discipline of children at break-times. In order to promote good behaviour at break-times, the teachers/LSAs will also use the reward systems outlined earlier to reinforce good behaviour. It is important that staff are vigilant when on duty, many incidents can be prevented if staff intervene at an early stage when they can see games are becoming inappropriate.

When a problem occurs the staff will:

- Speak to children
- Keep children with them or take children off the playground to cool down in the Quiet Room
- For more serious incidents send them inside to the Headteacher

Please also refer to our separate Supervision of Pupils Policy

DOCUMENT CONTROL:

This policy will be reviewed in June 2021