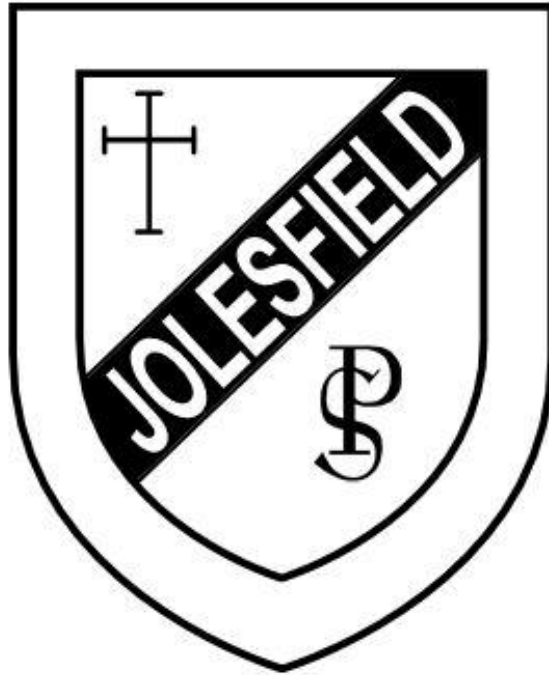


# **JOLESFIELD CHURCH of ENGLAND PRIMARY SCHOOL**



## ***Behaviour Policy***

*Effective : September 2022  
Headteacher: V. Price*

*Approved:  
Chair of Governors: S. Crute*

## Introduction

Based on Christian teaching (Matthew 22 v. 37 & 39), we want everyone to be kind, respectful, generous, thankful, humble and compassionate. We want children and staff to recognise their roles and responsibilities within the school community and the wider world and be equipped to live life to the full.

*“Love the Lord your God with all your heart and with all your soul and with all your mind...Love your neighbour as yourself.” Matthew 22 v37-39*

The Christian value of forgiveness also underpins our approach to behaviour management. Where possible, all behaviour is dealt with on the same day allowing every day to be a fresh start.

## 1. Behaviour

### 1.1 Aims and Expectations

It is a principal aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring Christian community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school has rules around routines and class expectations. A shared set of mutual values also form our rules. It is a means of promoting nurturing relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work as a team in an effective and considerate way.

Our chosen school values are: kindness, thankfulness, positivism, respect and being a team player. The expectation of these is underpinned by Matthew 7 v12 'In everything then, do to others as you would have them do to you.' Our school ambassadors help to ensure a collective understanding of these values by creating examples, every year, of what this looks like in the classroom.

Additional Christian values are also taught and promoted through our collective worship, based on the resource, Roots and Fruits. These include: Generosity, Compassion, Courage, Forgiveness, Friendship, Trust, Perseverance, Justice, Service and Truthfulness.

The high expectations of behaviour in our school allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

We make sure that we are consistent in our approach to behaviour management and apply simple rules fairly that are aimed at the individual child's stage of development.

We will treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and society.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote excellent behaviour, using positive discipline.

## **Roles and Responsibilities**

### **Governing Body**

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation

### **Headteacher**

The headteacher is responsible for reviewing this behaviour policy.

The headteacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy effectively
- Modelling positive behaviour
- Being responsive and reflective practitioners
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious or ongoing behaviour incidents and reporting to appropriate member of senior leadership team

The senior leadership team will support staff in their management to behaviour incidents.

## **Parents**

Parents are expected to

- Support their child in adhering to the Jolesfield school rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school where necessary with the implementation of consequences and behaviour plans

## **Promoting Good Behaviour**

### **Using Praise and Recognising Good Behaviour**

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised.

Children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults.

All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead we work on building positive relationships, and strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.

Children's achievements are acknowledged in a variety of ways, which include during Celebration Assembly and by in-class reward systems.

## Teaching children about good behaviour and about respecting the rights of others

Spiritual, Moral, Social and Cultural Development is promoted not only through our curriculum but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection.

As part of our curriculum, children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.

Children are encouraged to recognise that we are all different and to respect this. Individual and collective responsibility is encouraged and the reasons for this explained. However, as much as possible, blanket sanctions are avoided.

## Helping children feel safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Recognise that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

## Helping Children to resolve difficulties

When children fall out they are supported and given time to listen to each other's points of view, consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future.

Members of staff use restorative thinking – an approach which focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. We aim to deal with conflict peacefully and fairly, while promoting a safe caring environment where problems can be resolved successfully.

The restorative approach does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision making.

'I-messaging' is used to facilitate this as a means of expressing their feelings and resolving conflict. This has 3 stages: I feel...because...what I would like to happen is...For example, "I feel sad when you keep taking my pen without asking because it belongs to me. What I would like to happen is for you to ask first, please."

## **Unacceptable Behaviour**

All children break the rules from time to time. When this happens staff can often change this by praising other children for making a positive choice: (for example 'Well done for waiting your turn to speak'). If the behaviour continues, staff should firstly use a reminder, referring to our school values: for example:

"You are choosing to call out so I can't hear what Adam is saying that isn't showing respect."

## **Actions and Sanctions**

Class teachers use a variety of visual cues and systems to promote good behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others. All systems adopted help give children ownership of their behavioural choices and give children the opportunity to redeem themselves. The aim is to develop understanding and change behaviour, not to create embarrassment or fear.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, take into account the context of the situation and the children involved. If appropriate, Children 'cooling off time' if and when necessary before investigating a situation and responding.

In general, the following graduated approach should be adopted and adapted to the situation, if unacceptable behaviour continues:

1. Calm reminder (see above)
2. Reiteration of expected behaviour, for example, 'Our school value is perseverance. I expect to see you having a go.'
3. Positive choice offered: 'Would you like to complete the spelling activity first or the reading comprehension?' 'Would it help you to stand up whilst writing or move to this space near the open window?'

4. Send child to a different classroom or outside classroom either to complete task or as a short reflection time (maximum 2 minutes) “I’m going to give you two minutes to think about the choice you are making and to think about what would be a better choice.”
5. Time out of break/lunch with class teacher to discuss behaviour (reasons and consequences) Complete some of the learning missed due to unacceptable behaviour
6. Send to Deputy Headteacher
7. Send to Headteacher

Racist, sexual or violent incidents should be referred straight to the Headteacher rather than following the format indicated above. At the discretion of the headteacher, parents will be informed. CPOMS is used by the class teacher to detail behaviour which has resulted in seeing the deputy head or headteacher. Parents will be invited in for a discussion where concerns around behaviour have been raised on CPOMS more than 4 times in a term.

Pupils that are found to have made malicious allegations against staff will have breached our school behaviour policy and consideration will be given to an appropriate sanction. (For more details of the process of managing malicious allegations please refer to our safeguarding policy).

We are mindful that behaviour is a form of expression and therefore all teachers and teaching assistants should use a variety of methods to unpick the reasons for poor behaviour. This may be through:

- using resources from the Woodland Room
- Completing a ‘Blob’ conversation
- Comic-stripping the event
- Speaking to parents
- Completing an ABC record (antecedent, behaviour, consequence)
- Involving our learning mentor
- considering underlying issues, eg, hearing, sight, speech and language

Particularly children who struggle with behaviour as a consequence of a special educational need or trauma may need an individualised behaviour plan. This might include brain breaks, activity breaks, consideration of sensory diet and a separate reward system. This should be discussed with the SENDco.

## **Persistent Poor Behaviour**

Where behaviour continues to be a concern, the SENDco may also choose (with parents’ permission) to seek advice and/or direct support through outside agencies, for example, LBAT (Learning and Behaviour Advisory Team), Enabling Families or the Early Help Service.

## **Management of Behaviour Outside of the Classroom**

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school.

Staff members are spread out on the playground to ensure all children are supervised at all times and know where to find an adult should they need one. The lunchtime supervisors ensure that they enforce the same ethos as the rest of the staff by ensuring all sides of the story are listened to.

There are a range of different activities available in the playground at lunchtimes to ensure that children have lots to do, which helps sustain positive behaviour.

The system shared above can be adapted to the playground, for example, at stage 4, a child can be given a time out on the playground to reflect on their choices. Escalating and on-going choices (stage 5) can mean a time out is given in school with the class teacher

## **Off-site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to and from school.

## **Racist, Homophobic and Bullying Incidents**

Racist, homophobic or bullying incidents are not tolerated at Jolesfield and are dealt with accordingly. All incidents of this sort are reported to the local authority and records are kept. Please see the Anti bullying and Sexual Harrasement policies for more information on this.

## **Exclusions**

Very rarely it may be necessary to exclude a child as a result of their behaviour. This can be:

Internal exclusion where a child is excluded from their classroom and the playground for a fixed period of time. This will be supervised by a member of SLT.

Exclusion from school, which can be:

- For a lunchtime only
- For a fixed period (e.g. 3 days)
- For an indefinite period
- Permanent
- Parents are always notified of the reason for and length of exclusion and have the right to appeal against exclusion to the Governing Body.

The Headteacher is responsible for decisions regarding exclusion from school.

A child who has been excluded for a period of time will be brought into school by their parent or carer to attend a reintegration meeting with the Headteacher. The child will then be supported to be reintegrated back into school in a way appropriate to the child's needs.



## Physical Contact

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see the Restraint and Use of Reasonable Force Policy for further information.

## Pupil Support

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEN team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Pupil Transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents.

Staff will have time to exchange information about children. In addition, Jolesfield staff meet with secondary school staff in order to ease the transition for Year 6 going into Year 7.

## Other Relevant Policies

Anti-bullying policy

Sexual Harrasment Policy

Restraint and Use of Reasonable Force policy

Special Educational Needs and Disabilities policy

# Appendix 1

## Written Statement of our Behaviour Principles

### Background

It is the responsibility of the Headteacher to draw up a school's behaviour policy, but in doing so, they must have regard to such principles and guidance as may be issued by the governing body to promote good behaviour and discipline in the school.

This statement has been adopted by the Governors, following consultation with the parents, Headteacher, staff and pupils, in accordance with the Education and Inspections Act, 2006 and Department for Education Guidance (Behaviour and Discipline in Schools, Guidance for Governing Bodies, July 2013). It is a statement of principle, not practice.

### Principles

- High standards of behaviour are essential for a successful school, enabling children to make the best possible progress in all aspects of school life.
- All children at Jolesfield should feel happy, safe and secure, on the basis that "A happy child is a learning child".
- It is a primary aim at Jolesfield that every member of the school community feels valued and respected and is treated fairly and well.
- We expect every member of the school community to behave in a considerate way towards others.
- The behaviour policy should be a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Ours is an inclusive school and we are committed to the removal of discrimination of any sort, with measures in place to protect children from bullying, discrimination, harassment or victimisation.
- All children have the right to learn, but no child has the right to disrupt the learning of others.
- We are committed to ensuring that vulnerable children, such as those with special educational needs, physical or mental disability and looked after children, receive sensitive and appropriate behavioural support matched to their needs.
- The behaviour policy should set out clearly the school's expectations for behaviour.

- Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour.
- Sanctions for unacceptable behaviour should be known and understood by all and applied consistently.
- The behaviour policy should address the approach to be taken by the school when bad behaviour occurs off the school premises and is witnessed by a member of staff or reported to the school:-
  - during any school-organised or school-related activity
  - whilst travelling to or from school
  - whilst wearing school uniform or in some other way identifiable as a pupil at the school
  - at any time, whether or not the conditions above apply, that could: have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the reputation of the school.
- The Governors firmly believe that exclusions, particularly permanent ones, should be used very sparingly, but at the same time, are mindful of the need to balance the needs of the misbehaving child against the needs of the other members of their class.
- The school will seek advice and support from outside agencies where concerns arise over a child's behaviour.
- The behaviour policy should set out (or reference in a separate policy) the approach to be used by the school in:-
  - screening and searching pupils;
  - the use of reasonable force or other physical contact; and
  - the pastoral care of school staff accused of misconduct
- having regard in all such cases to the latest advice issued from time to time by the Department for Education
- The behaviour policy should recognise the importance of parents and carers in supporting their children to behave well and in the example they set. The policy should be communicated to pupils and parents in a clear way and both this statement and the policy itself should be made available to parents on the school website.

## Appendix 2

### Strategies for Positive Behaviour Management

Here are some tried and tested tips for positive behaviour management:

- praise specific good behaviour.
- ignore persistent callers-out.
- establish signals for getting attention:
  - a clapping rhythm
  - a bell
  - a hand signal
- Continually observe or scan class behaviour
- Encourage turn-taking in discussion e.g. use a 'magic' stone
- Stop everyone - don't speak to an inattentive audience
- Develop a repertoire of 'looks'
- Be a bit unpredictable (not inconsistent)
- Give clear messages that poor behaviour is always unacceptable - not the person who is doing it
- Give quiet, firm warning or consequences of misbehaviour
- Avoid direct conflict by giving the child a choice of actions
- Isolate troublemakers from main group (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it. (This could involve you asking for an observation of you to be made for constructive suggestions).
- Have a 'secret pupil' - who can earn a reward for the class or group / 'team'. They are revealed at the end of the session
- Always speak to children away from the whole class when having to address a behaviour
- Ask children to reflect on behaviour - "do you think you have made a good choice?"

## Appendix 3

Teachers at Jolesfield CE Primary School may choose to reward children in the following ways:

- Plenty of verbal praise is given to acknowledge good behaviour and effort
- Taking children to celebration assembly, for good work or behaviour
- By giving children the privilege of doing a special job
- Stickers and stamps may be given at the teacher's discretion and may be linked to behaviour targets
- Team spirit e.g. table of the week
- Where the class have successfully achieved a class target, a whole class activity or some designated free time
- Class points - where whole class can work towards a reward
- Pebble jar - as above
- Phone call to parents with good news
- Surprise postcards home to celebrate good news

## Appendix 4

### ABC Sheet for monitoring incidents of a child's behaviour

Observed by	Date & Time & Place	Action	Behaviour	Consequences

# Appendix 5

## Individual Behaviour Support Plan

<b>Pupil:</b>	<b>Class:</b>	<b>Start Date:</b>
---------------	---------------	--------------------

<b>Current Behaviour Target</b>	<b>Details</b>	<b>Success Criteria</b>
The behaviours we want to focus on at the moment	What usually happens	What we would like to see all the time

<b>Effective Incentives</b>	<b>Effective consequences</b>
Things that encourage the child to follow adult requests and help encourage the pupil to learn and apply more positive behaviours	What happens after an incident has happened

<b>Challenging Behaviour</b>	<b>Known Triggers</b>	<b>Warning signs</b>	<b>Risks associated with the behaviour</b>	<b>Effective management strategy</b>	<b>Child's communication</b>
The behaviours that are difficult and need effective management	Things we know the child finds difficult	Behaviours to look out for, that normally occur before challenging behaviour	What the behaviour may lead to	The most effective way of dealing with particular behaviours which we have found best at the present time	

## Areas

- All children may choose to play where they wish to in the designated playground so KS1 and 2 can mix
- The cones demarcate the area of the playground which is not to be used at break times
- For safety, ball games such as football are only permitted at the top end of the playground. All other pupils should be encouraged to not cross the pitch whilst a game is on-going.

## Bands to Indicate permission

Bands are kept in the large, plastic container where loose parts provision is stored.

Red - First Aid

Green - KS2 pupil toilets

Blue - KS1 pupil toilets

Yellow - anything else

## First Aid

Any child being sent to the office for first aid treatment is to be given a **red band** by the adult on duty

- Adults on playground duty carry small bottle of water and first-aid bag
- Clearly, minor injuries can be dealt with on the playground
- The name of child, date, time, description of injury, first aid given and the adult's name must be recorded on sticky label. At the end of break/lunch the adult who wrote the report must add it to the first aid record in office.
- **All head bumps (however minor they appear) must be sent to Debbie Smith or Natalie Saunders. First aid treatment will be given, a head bump letter sent home, parents and the class teacher informed**
- Any more significant injuries such as bad sprains or cuts should also be handled by the office. If in any doubt, please have the injury checked by a first aider.

## Break and Lunch time

- All children must ask an adult on duty for permission before entering the school building
- All **KS2** children are to use the **Year 6 toilets** when required at playtime of lunch time
- KS2 children are to be given a green band if entering the building to use the toilet; this must be returned to the adult on duty
- KS1 children are to be given a blue band if entering the building to use the toilet
- **KS1** children must use the toilet in the **Year 3 classroom**

## Play Equipment

- All children playing with equipment should be reminded of the need to put the equipment away when finished and should be praised for doing so
- If equipment lots of equipment is out, then playtime can be ended two minutes early to ensure this is tidied up rather than lesson time being missed

If a child is being sent into school for any other reason they can be given a yellow band. Therefore, please can all adults challenge any child who is in school at playtime or lunch time without a band.



