

South Petherton Junior School School Behaviour Policy

Rationale

- 1 Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- 2 The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils
- 3 Head teachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

This policy follows guidance on provisions within Section 89 (1) of the Education and Inspections Act 2006 which states that the Headteacher must set our measures which aim to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and which regulate the conduct of pupils. When deciding these measures, the Head Teacher must take account of the Governing Body's statement of behaviour principles. The policy also reflects the school's legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special educational needs (SEN).

Aims

To enable the children to:

- 1 develop a sense of personal responsibility for their own learning, behaviour and actions;
- 2 respect the rights of others, and in particular to tolerate other points of view, differing races, cultures and beliefs;
- 3 be considerate of the needs of others;
- 4 be polite and courteous to all staff and visitors to the school.

Objectives

- 1 To establish and clearly communicate measures to ensure good order, respect and discipline.
- 2 To support, praise and, as appropriate, reward pupils' good behaviour.
- 3 To apply sanctions fairly, proportionately and reasonably, taking account of SEN, disability and the needs of vulnerable children or those at risk of disaffection and exclusion.

Guiding principles

The following approaches follow the ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour (*DfE 'Behaviour and discipline in schools: Advice for Head teachers and school staff January 2016*)

1) A consistent approach to behaviour management:

- i) All staff set high expectations for pupils by clear codes of conduct, by guidance on how to improve their work and by adhering to a dress code.
- ii) All staff understand that pupils learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well.
- iii) All staff will follow the school Behaviour policy. A copy will be displayed within the school website (School Information (England) Regulations 2008).

2) Strong school Leadership:

- i) Effective leadership in schools is central when creating a climate of security and good order that supports pupils in managing their behaviour.

3) Classroom management:

- i) The school must ensure that it offers an appropriate curriculum, accessible to pupils of all abilities and aptitudes. By engaging pupils more effectively, standards of behaviour will improve.
- ii) Staff must follow the teaching and classroom management strategies identified within the school's 'Non-Negotiables' for Teaching and Learning. Together with high quality assessment, this assists pupils to learn and teachers to teach.
- iii) Staff may confiscate pupils' property as a disciplinary sanction eg. an item that poses a threat to others or poses a threat to good order for learning, an item that is against school rules or an item that poses a health or safety threat. Staff must keep a record of any confiscated items and the grounds for action. Pupils have a right to expect that confiscated items will be stored safely until they can be returned by the end of the school day.

4) Rewards and Sanctions:

- i) The school will provide a range of opportunities in which pupils can excel and be rewarded eg. House points, House Point Hero, Kindness leaves, School Values, Golden Tickets and Head Teacher sticker/certificate. These will be applied fairly and consistently by all staff. Praise and rewards may be for an individual pupil, group or whole class.
- ii) Staff will discipline pupils whose conduct falls below the standard which could reasonably be expected of them. The school has a scale of disciplinary sanctions allowing responses which are reasonable and proportionate. A behaviour Flowchart also guides response (see Appendix 1 and 2) Staff must ensure that they always maintain a child's self-esteem and, that it is the behaviour that is unacceptable, never the child. Staff will always check that the child understands why s/he is in trouble by asking and establishing that s/he knows that the behaviour was unacceptable.
- iii) It is important that the child realises the effect that his/her behaviour has on others and explanations should examine strategies for avoiding similar situations in future. The most powerful sanction for the majority of children is the disapproval of those whose views (adults or peers) they respect.

iv) Sanctions are more likely to promote positive behaviour if pupils see them as fair. Staff will therefore avoid whole group sanctions that punish the innocent as well as the guilty. Sanctions will be used in a calm and controlled manner. They will be seen as inevitable and consistent.

v) The Head teacher will monitor the overall impact of sanctions used within the school. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 states that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

vi) The Head teacher will also 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, the school's safeguarding policy will be followed. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs,

5) Behaviour strategies and the teaching of good behaviour:

i) Understanding how to behave has to be taught. The school will help develop pupil's social, emotional and behaviour skills. Staff will teach pupils how to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate. PSHE materials will form the basis of this work.

ii) Each class will review the school 3 rules in September (Ready / Respectful / Safe) These will be displayed within the classroom and continually referred to. They will also discuss the school 5 values.

iii) Staff will ensure that pupils understand that positive behaviour is also expected off the school site. This will include behaviour on activities arranged by the school, such as educational visits and sports' matches. It will also include behaviour on the way to and from the school (Section 90 of the Education and Inspections Act 2006).

6) Staff development and support:

i) All staff joining the school, including supply teachers, must be given clear guidance on the use of the school's behaviour policy and particularly systems for rewards and sanctions.

ii) Training will be identified for any staff who requires support. This ensures consistency and fairness.

7) Pupil support systems:

i) Staff will ensure that all pupils are clear in the school's approach to behaviour. The behaviour flowchart will be displayed within all classrooms. The Head teacher, where necessary, will also confirm expectations within weekly Assemblies

ii) Staff must recognise that pupils are knowledgeable about their school experience, and have views about what helps them learn and how others' poor behaviour stops them from learning.

iii) Pupils may be invited to attend ELSA (Emotional Literacy Support Assistant) or Nurture sessions to allow opportunity for quiet reflection and support.

8) Liaison with parents and other agencies:

i) At the start of transfer to the Junior school, parents / carers will read the home/school agreement. This states clear expectations for behaviour.

ii) The school believes that in managing pupil behaviour it needs the support of parents and carers. Where necessary, it will work closely with the Parent and Family Support Adviser (PFSA) to ensure it builds strong and effective relationships.

iii) School staff will ensure that parents are contacted in line with the Behaviour flowchart. This may be by phone or in person at the start or end of the school day.

iv) If a parent feels that the measures of sanctions in the behaviour policy are unfair or have been unfairly applied, they may raise their concerns, in the first instance, with the Class Teacher. If unresolved, they may seek further advice from the Head teacher.

v) The school will ensure that parents hear from the school when their children are doing well. This will take the form of verbal feedback, invitation to the weekly celebration assembly (WOW), and notification through the awarding of rewards (see range of school awards noted earlier within policy)

vi) The school will use, where required, external agencies to provide specialist support. Following SENDCO referral, these might include Educational Psychologists, Learning support, Health services and Speech and Language specialists.

9) Managing pupil transition:

i) When preparing for transfer to and from the Junior school, the SENDCO will ensure that any specific needs are clearly understood and provided for. This may include additional visits in the Summer term prior to transfer in September. The SENDCO will meet with appropriate staff within feeder schools.

10) Organisation and facilities:

i) The school ethos is communicated in actions as well as words. We recognise that good behaviour and learning are improved when pupils and staff enjoy an attractive and clean environment.

ii) The school will zone the play-areas so that there is a separation between boisterous activities and quiet areas; playground markings will help engagement and reinforce expectation for specific areas.

iii) All children will aim to follow the negotiated rules for break and lunch time. These are clearly displayed within each classroom and referred to throughout the year.

Review of policy

The policy will be reviewed annually by the Head Teacher and shared with the Governing Body.

Appendices

Appendix 1:

Sanctions:

- 1 Strategies for dealing with minor infringements might normally include:
 - a non-verbal signal (shake of head, disapproving look)
 - ignoring (certain individuals), followed up later by a quiet word
 - private verbal rebuke and reminder of unacceptable behaviour
 - repetition of task if necessary (until it meets the required standard)
 - removal from scene of disruption, isolation within classroom
 - removal from class to an alternative supervised area eg. another class
 - withdrawal of privilege (eg loss of a break time, access to certain areas)
 - informing and discussing with parents if necessary [Nb: The headteacher **MUST** be informed if parents are to be contacted]
 - regular reporting on behaviour eg. behaviour contract
- 2 More serious offences need to be dealt with in a more formal way. All staff must refer to this and follow procedures:
 - logging of incidents within the whole school behaviour file; this is vital to allow the monitoring of patterns of behaviour
 - informing parents (see Behaviour flowchart)
 - withdrawal of major privilege [*not* ever missing a specified subject eg PE unless the child's behaviour is within that lesson and presents a threat to the safety of others]
 - removal from class and peers for a longer period (internal exclusion)
 - discussion with SENDCO and referral to outside agency
 - Fixed- term or permanent exclusion (in more extreme cases)
- 3 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
 - Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
 - Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

4 Bullying

Within the caring ethos of the school, there is no place for any form of bullying. All staff must be vigilant for signs or reports of behaviour which might indicate its presence. Children need to know that should bullying occur there is someone they can confide in and that the matter will be handled sensitively and discreetly. Teachers regularly discuss bullying as part of PSHE. In addition the notice boards contain guidance for the children, and they should be reminded of this. Staff will also ensure vigilance for 'child on child' abuse (Part 1: information for all school and college staff / DfE 'Keeping Children Safe in Education 2022')

Staff need to:

- watch for signs of distress in children eg isolation, frequent illness/absence, the desire to remain with adults
- listen carefully and record all incidents
- offer the victim immediate support and help and assurance that something will be done
- make sure that the unacceptable nature of the behaviour and the consequences of any repetition is made clear to the bully
- remember not to bully the bully - this gives credibility to the behaviour
- make sure that the playground, cloakrooms and toilets are regularly visited by supervising staff
- involve all TA and lunchtime supervisors in combating bullying
- through PSHE activities, create opportunities for groups of children to discuss bullying and its consequences, including cyberbullying
- devise role-play activities to help children to learn to cope with bullies
- let bullies see things from the victims' position
- help bullies to improve their own social skills which often include feelings of inferiority
- involve parents and help them to encourage their child to conform to the school ethos
- involve 'Bystanders' (those who stood and watched) in ways to help the victim restore their self-esteem and become accepted by the group
- tackle any sexist or racist language

Appendix 2: Behaviour Flowchart

See separate Flowchart