

# Minet Junior School



## Behaviour Policy 2023

Up-dated by

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(Head of Personal Development, Attitudes and Behaviour)

## What is our intent?

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure and that all staff are here to create the appropriate environment and opportunities for this to happen. At Minet Junior School, we use a positive, consistent and whole school approach to behaviour management with all pupils. We aim to develop pupils' self-esteem, self-discipline and emotional literacy so that they make good choices and manage their own behaviour.

This policy sets out the expectations of behaviour at Minet Junior School. The governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should misdemeanours arise.

This policy should be read in conjunction with the School's Anti-Bullying Policy, Safeguarding Policy, Equal Opportunities Policy, Race Equality Policy and Minet Junior School's mission statement.

## How is it implemented?

At Minet Junior School, behaviour is everybody's responsibility. The Governors, SLT and staff at Minet Junior School recognise the importance of a positive behaviour policy which is consistently followed by all. In support of our overall aim of inclusion and the best possible progress for all pupils, it is essential that pupils are provided with the best possible environment to learn and that teachers are valued and provided with a similar environment to teach most effectively. We aim to develop the behaviours a child will need to face challenge calmly, confidently and creatively and as a result nurture the skills that they will need for their journey through school and into the real world.

### Positive Behaviour Policy

Our positive behaviour policy is based off of our teaching of the **6Rs**:

<b><u>Ready to Learn</u></b>	Motivation, curiosity, self-confidence, resourcefulness, preparedness
<b><u>Responsibility</u></b>	Empathy towards other learners, making the best of learning opportunities, self-awareness, calm and sensible, being reliable
<b><u>Reflective</u></b>	Looking back and learning, asking questions, reflection on behaviour
<b><u>Resilient</u></b>	Keeping going, managing distractions, managing our feelings
<b><u>Respectful</u></b>	Good manners, following the class charter, respecting yourself, the environment and others. It runs through everything we do
<b><u>Remarkable</u></b>	Going above and beyond, pushing the boundaries of excellence, helping others

Each of the 6Rs is represented by a leaf which the children can earn from any adult in the school. When a leaf is earned, it will be given to the child in achievement assembly that week and added to the class monitoring sheet.

As the year progresses, each child should achieve, on average, one leaf per half term. At the end of each half term, any child who has achieved the appropriate amount of leaves (1 by Autumn 1, 2 by Autumn 2 etc) will get 15 minutes break as this is what the children wanted as their reward. Any child that has not received the correct amount of leaves, will remain in class and complete work – it is not a punishment, but because they haven't earned the reward. The half termly basis means children who have not achieved the correct amount of leaves are given a chance to catch up before the next half term reward.

## Classroom behaviour

### Class Charter

At the start of each year, the class teacher, in consultation with their class, will create a class charter (a shared set of expectations within the classroom) to be displayed and referred to continually, being reviewed at the beginning of each term. The charter should be in positive language, e.g. "Walk sensibly around the classroom", rather than, "Do not run". Our positive behaviour policy and traffic light system will run alongside this.

### Traffic light system

Alongside the 6R leaf rewards and the class charter, each class will display a green, yellow and red set of traffic lights. These are to be used as a classroom management tool and are consistent throughout the whole school.

There are the three stages of the traffic light system.

- **Green** is the ideal level (when the child is behaving as expected)
- **Yellow** is for when the child is becoming disruptive (when the child is engaging in minor problem behaviours),
- **Red** is the level on which the child is engaging in problematic behaviours consistently.

## Green

Child is behaving as expected – following adult direction, completing work, keeping hands to self, focussed on task etc.

- All children start on green at the start of every lesson and change of teacher- this gives the children the chance to reflect on their behaviour and change before the next lesson begins.
- Most children will remain on this stage all day.

## Yellow

Child is showing signs of disruptive, low-level behaviour (distracting others, not focussed on activity, continual chat or being disrespectful)

- The child is given a warning before being moved to yellow.
- If they receive another warning whilst still on yellow the child is given a five minutes time out. If in five minutes the child's behaviour has improved, they have the chance to move themselves back up to green – this may not be straight away. (To be recorded on CPOMS)
- If the behaviour does not improve, they will be moved to red.

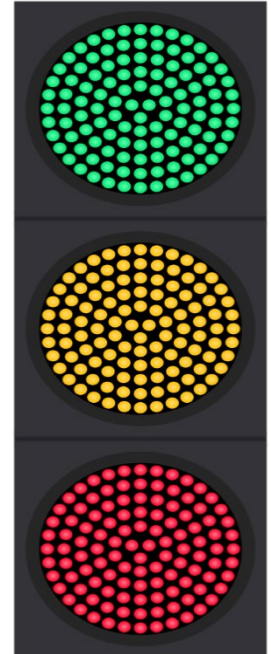
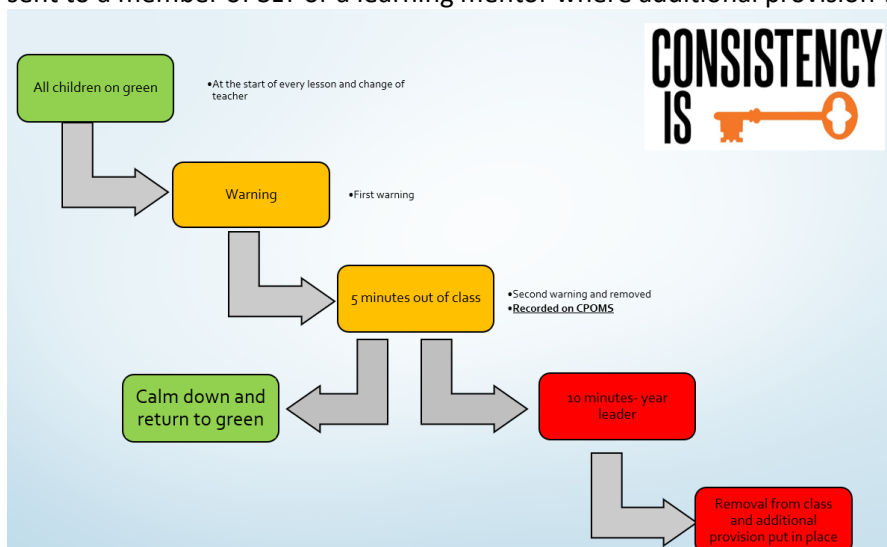
## Red

Child is continuing to be disruptive, distracting others, not focussed on activity, still talking or being disrespectful.

- When placed on red, the increased behaviour policy triggers and the child is given ten minutes out of class in the year leaders class – this also results in the losing of ten minutes of break. (To be recorded on CPOMS)
- These behaviours may include: aggression towards peers or adults, swearing, rudeness, stealing or continued disruption

## Escalation

If the child continues to be disruptive, they will be removed from whichever class they are in and sent to a member of SLT or a learning mentor where additional provision will be put in place.



## Non-adherence to Positive Behaviour Policy – Summary of Stages

These stages assume a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or if the first incident is of a serious nature it may be escalated to Stage 2 or 3.

We expect that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

### Stage 1 - In class- Traffic lights

- See above for traffic light system

### Stage 2

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: Blatant defiance, task refusal, rudeness/insolence, disrupting others, unacceptable language, deliberate provocation, aggression – physical or verbal, stealing.

Sanctions at this stage may include the following:

Repeated incidents at Stage 2 will result in the year leader/Inclusion Team and class teacher meeting with parents.

Missing of break times

### Stage 3

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity: vandalism, a targeted racist incident, fighting, leaving school premises or persistent bullying.

A member of the inclusion team and if very serious – Head of Behaviour (Miss Cooper) or Assistant Head Teacher (Mrs Taylor) will meet with the parents, pupil and any other staff required.

Sanctions at this stage will result in an **internal exclusion**.

Repeated incidents at Stage 3 will result in the behaviour escalating to Stage 4, the Behaviour Lead, Assistant Head or the Deputy Head Teacher will meet with parents.

### Stage 4

Sanctions at this stage will result in the Head Teacher imposing a **Fixed Term Exclusion** (following guidelines in the Local Authority Behaviour Policy).

Staff will use their professional judgement and knowledge of individual children when dealing any incidents and sanctions.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCO and consideration for assessment by outside agencies which may result in the pupil being placed on the SEN register.

## Positive Behaviour Rewards

It is the responsibility of everyone in school to reinforce positive behaviour and to respond to inappropriate or challenging behaviour. A wide range of strategies are employed to promote and develop positive behaviours:

- Positive behaviour should be praised publicly, with specific reference to what the child is doing well, in achievement assembly on a Friday
- In addition to verbal praise, rewards such as house Points, stars, stickers, “Star of the Week” certificates and the Headteacher’s stickers are used.
- Whole class reward systems, such as marble jars and ‘Golden Time’ may also be used.
- Positive comments can be shared with child’s parents at the end of the day
- Some children may need specific behaviour targets and individual reward systems. Sticker charts and opportunities to earn ‘Golden Time’ can be used.

## Behaviour in the playground

Playground charter that has been created by the rights respecting children that is displayed around the school. There is a playground layout and rota that is followed during break and lunch times and the behaviour policy within the school is used outside on the playground.

## Inappropriate behaviour

Although our focus is on positive behaviour management, there are times when sanctions are needed in response to an inappropriate behaviour. If severe behaviour is shown, such as severe violence or aggression towards another person, they will be removed off of the playground or out of the class. This will trigger an internal exclusion which will involve completing work out of the class on their own with either a learning mentor or member of SLT. They will also complete reflection sheets and discuss their actions and strategies to deal with if a situation arises again. [See appendix](#) If a child continually shows signs of challenging behaviours in lessons or on the playground, the behaviour co-ordinator and teacher will meet to put in place a support plan with warning triggers and supportive strategies. [See appendix](#)

## Whole school approaches

Positive behaviour is additionally embedded across our whole curriculum:

- We are a Rights Respecting School that embeds children’s rights, with each class having an ambassador
- We follow the JIGSAW PSHE scheme that we have adapted to meet the needs of our pupils
- Jigsaw provisions for developing behaviours within PSHE and wider curriculum are used consistently.

- P4C is taught both explicitly and intertwined within our lessons regularly and the children use philosophical language when speaking to one another.
- Problem-solving resources for addressing incidents and developing behaviours are available
- Our value-based curriculum is embedded across the whole school
- School Council representative discuss behaviour in meetings
- Public rewards for pupils are used for modelling good behaviour.
- Adults in the school community model a calm and positive approach.
- Assessment systems, including CPOMS for recording and monitoring behaviours and wellbeing across the school, are carefully reviewed by senior leaders, with targeted provisions for individuals requiring support.
- Senior leaders meet regularly every week, to review the welfare

### **For Pupils with a ASD/Social Communication Disorder**

- School rules need to be presented visually. Where necessary pupils will have a tailored positive behaviour plan which will identify strategies and rewards to be used when working with the pupil and is discussed and agreed with staff and parents/carers. These plans should be reviewed regularly.
- Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their special interests and may be offered more frequently to reinforce appropriate behaviour. Pupils need to be taught to understand consequences. Social Stories are a powerful tool in explaining this.
- Pupils need to be given access to:
  - Time Out from the lesson and Time Out cards for playtimes
  - Calm areas
  - Calming activities in both indoor and outdoor classrooms for break and lunch times which may be adult led
  - An identified member of staff to talk about their worries and any incidents
  - A structured social skills programme
  -

## **Monitoring of behaviour**

The staff at Minet Junior School have all had training on the use of CPOMS and the importance of logging behaviour. Every incident that occurs, whether with a child or parent, is recorded on CPOMS and monitored by the behaviour co-ordinator. Each new member of staff will have sufficient training on CPOMS.

## **What is everyone's role?**

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants and

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

When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time. Adults should not act upon the information until all areas of the investigation have been explored.

It is the responsibility of the Head Teacher to report upon the effectiveness of the Behaviour Policy as requested.

### **Role of the Head Teacher**

It is the role of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all the children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head Teacher has access to records of all reported incidents of misbehaviour.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified. The Head Teacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

### **Role of Governors**

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline.

Section 88(2) of the EIA requires the governing body to:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The Governors of the school support the Head Teacher and staff by:

- Promoting the school ethos where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

The Governing body will, in consultation with the Head Teacher, consider what the school's response will be to any extreme behaviour in school or on school related activities.

### **Role of the co-ordinator**

The Co-ordinator monitors learning and behaviour in the following ways:

- Monitor and evaluate pupil progress.



- Monitor and evaluate provisions.
  - Take the lead in policy development.
  - Support colleagues in their CPD.
  - Coordinate communication between all parts of the school community
  - Monitor the behaviour of individuals and groups, including searches and reports from the school behaviour log, CPOMS
  - Monitor other trends in data, including types of behaviour, locations and staff involvement, through searches and reports from CPOMS
  - Monitor racial incidents and other forms of discrimination through separate records. Analyse patterns and trends in behaviour through analysis of CPOMS, including an annual report of the analysis undertaken.
- Review policies and practices in conjunction with the Senior Leadership Team.
- Continued professional development to help implement new strategies

### **Role of Staff**

Adults in the school have an important responsibility to model high standards of behaviour. Adults in school are expected to:

- Model the behaviour we want to see
- Provide a caring and effective learning environment
- Create a calm, purposeful and positive atmosphere with realistic expectations and label the behaviour not the pupil
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Inclusion Team and outside agencies as appropriate

### **Role of Parents**

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Adhere to the school's Behaviour Policy.
- Be respectful to and work in positive partnership with the staff who are supporting them with their concern.

### **Role of the Pupil**

At primary school age, children are still learning to socialise and develop their own opinions. Occasionally, despite all efforts, conflicts will arise. This is different to bullying. Bullying involves applying power and control consistently. (see Anti-bullying Policy) At Minet Junior School we expect pupils:

- To move in an orderly manner around school
- To show respect for themselves, others and property
- To demonstrate appropriate levels of concentration and self-discipline

- To take responsibility for their own actions
- To co-operate with and respond to the schools and classroom rules
- To be polite, considerate and caring

Through the giving of the 6R leaves, we aim to praise and encourage the following positive qualities:

- Kindness
- Consideration
- Tolerance
- Respect
- Co-operation
- Patience
- Empathy
- Good Manners

Steps

***“Deal with it yourself.”***

*Passing your nightmare pupils onto a supposedly tougher and more senior member of staff for treatment is the biggest mistake you can make. The kids just get a clear message that you can't deal with them but a stronger member of staff can.” Biddy Passmore, TES Magazine 27/6/08*

## **Reporting an incident**

If you wish to speak to a member of staff regarding an incident with your child, you need to make an appointment at the office. All appointments made will be followed up **within 48 hours** by the appropriate member of staff.

The school expects all parents to work in positive collaboration with the school to resolve any incidents with their child. The staff will not accept any aggressive behavior towards them and will stop any meeting as appropriate.

The school will not tolerate **any** adult approaching a child or another parent regarding an incident. All parents must follow the procedures and policies (behavior and complaint), set out by the school and Governing Body. The school will then work in positive partnership with all parents to resolve all incidents.

## **Equal Opportunities**

Minet Junior School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in, *‘valuing what the*

*child brings to school'* and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English. (Please see the 'Equal Opportunities Policy').

### **SMSC**

**Spiritual** – Developing deep thinking skills so that children can question the way the world works.

**Moral** – Providing literature which leads to opportunities to discuss 'right and wrong'.

**Social** – Opportunities to comment and debate. Talk partners encourage discussion.

**Cultural** – Ensuring children are given opportunities to share their experiences, enabling children to explore different cultures and make comparisons.

All pupils have equal access to the curriculum. This is monitored through lesson observations book scrutiny and analysis of pupil performance throughout the school to ensure there is no disparity between groups. This policy takes account of the school's Equalities Policy. The views of pupils, staff, parents, governors and wider community, will be taken into account, and each recognised as an important part of the school community. This policy applies to all these members and we share equal responsibility for its success. This Behaviour policy is also linked to our Teaching and Learning, Anti-Bullying, Online Safety, SMSC, PSHE and RSHE Policies